

NORTHERN

CAREERS

SUMMIT

Tuesday 12th March

9.00-16.00



NORTHERN
SKILLSNETWORK

THE CAREERS &
ENTERPRISE
COMPANY

UCAS

NOT HAD CHANCE TO COMPLETE THE PRE- EVENT SURVEY?

Scan the QR code to complete!

SCAN ME



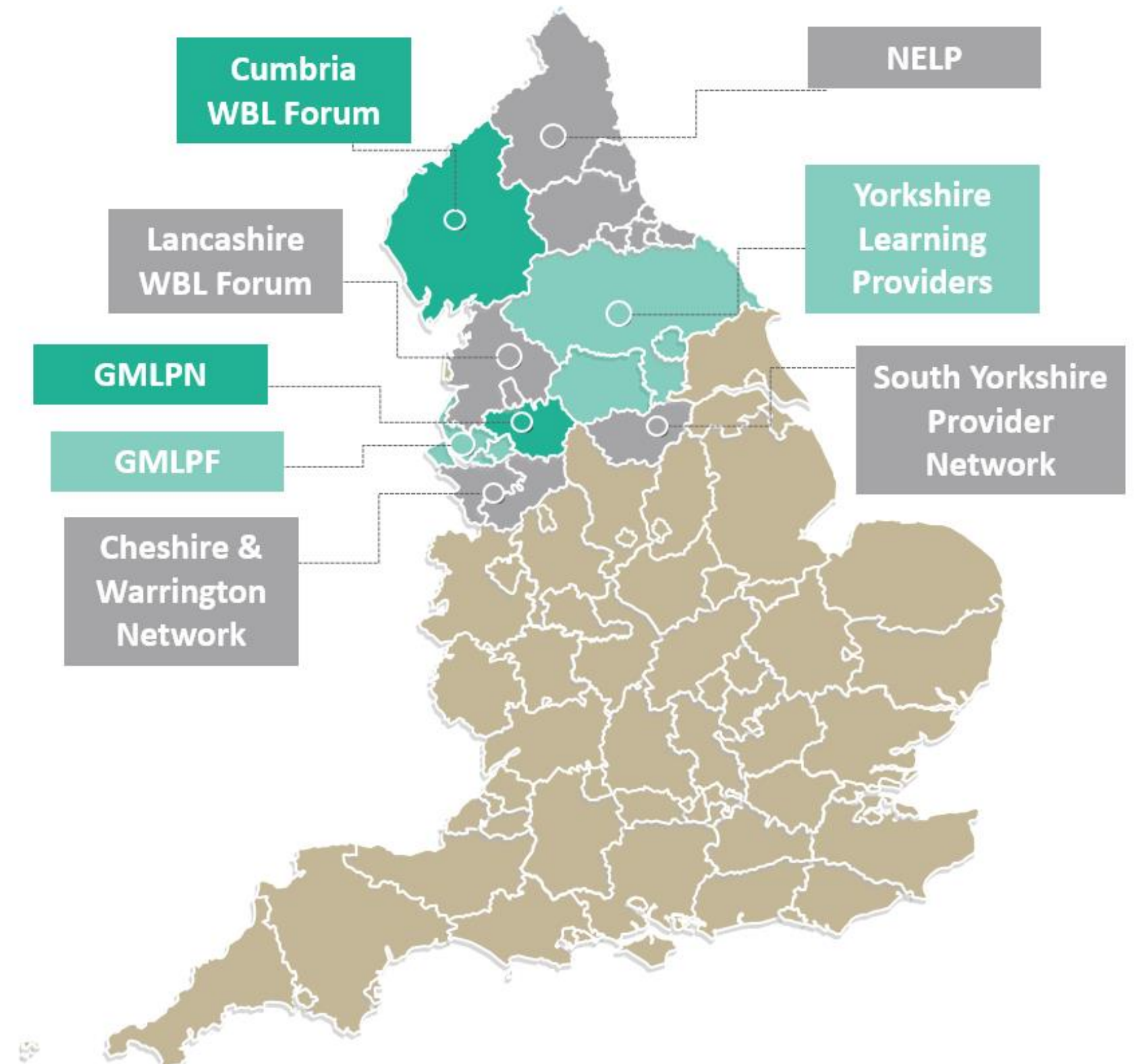
SUMMIT OPEN

Alex Miles | NSN Co-Chair



NORTHERN SKILLS NETWORK

- 8 networks, 1 agenda
- Over 350 network members including:
 - Independent Training Providers
 - FE Colleges
 - Local Authorities
 - Universities
 - Employer Providers
 - Voluntary/Community Sector
 - CEIAG Providers
- Working with over 30,000 employers



Values



**Access &
Inclusion**



**Careers for
All**



**People, Places &
Businesses**

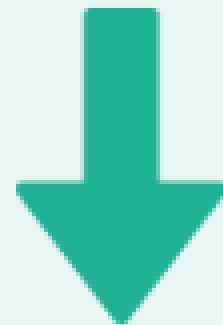
Priorities



**Future
Skills
Landscape**



**Future
Proofing the
Provider Base**



**Demand for
Skills across
the North**




**Advocate,
Exchange &
Meet**


The aim of this manifesto is to take action across our identified priorities that lead to positive change. Action may include gathering real time evidence to underpin place-based responses to critical issues and challenges faced by our members, sharing practice and developments in order to understand a unified northern skills need, and using our united voice to advocate for change.



Northern Skills Network 2024 Manifesto

A dynamic strategic position of the Northern Skills Network

 chair@northernskillsnetwork.co.uk

 [@SkillsNorthern](https://twitter.com/SkillsNorthern)

 [Northern Skills Network](https://www.linkedin.com/company/northern-skills-network)

 [northernskillsnetwork.co.uk](https://www.northernskillsnetwork.co.uk)

SKILLS POLICY PERSPECTIVE



NORTHERN SKILLS POLICY PERSPECTIVE

Northern Focused Skills

To ensure that the UK skills system delivers an ambitious levelling-up programme, to help **people, places and businesses**, and maximise the North's overall contribution to UK PLC.

Current challenges faced by the North include:

- **High levels of deprivation and long-term disadvantage heightened by the pandemic.** Multiple barriers need to be addressed to ensure young people are better supported. The Digital divide remains to be a barrier in areas of high deprivation and people may be digitally excluded for multiple reasons including not having access to the required infrastructure, and/or devices, lack of skills, or lack of motivation to use technology.
- **Lack of provision for disadvantaged and under-represented groups.** Some allowances are being made to ensure apprenticeships are available to all, however this is not the case for every apprenticeship. Assessment practices should be revised to take into account each person as an individual. Functional Skills should be reviewed to remove barriers to achieving.
- **Apprenticeship numbers lower than pre-pandemic levels.** The apprenticeship minimum wage needs to be revised and government departments need to talk to each other to ensure that when a young person takes up an apprenticeship that their family does not lose any benefits and are then discouraged from taking up the opportunity because of the financial impact. Long term opportunities and career pathways could encourage young people into apprenticeships. However, with the lack of SME employers the numbers are unlikely to rise. The return of the employer incentives could encourage a larger proportion of employers to take on a 16-18 year old.
- **Level 2 and Access Routes minimised.** This leaves fewer opportunities for people to gain skills and to be provided with opportunities to experience different careers through experience of the workplace for example. A combined approach to ensure that young people are given a chance to shine and develop the right skills so they may prosper and achieve their lifelong career ambitions in their community.

How will NSN help to meet these challenges?

We commit to the **identification of the regional challenges and issues** which prevent the North from achieving its full potential.

We will work in **partnership with our stakeholders** to share our challenges and raise the **concerns** of our regions to ensure the voice of the North is not only heard but acted upon and recognised as a vehicle for change.

We will provide an **evidence base for change** to ensure that the North can rise to the skills challenges and ensure that there are a wide range of opportunities to gain skills, upskill or reskill.



NORTHERN SKILLS POLICY PERSPECTIVE

Fit For Purpose Skills

To ensure that the UK skills system continually evolves to meet the changing needs of **people, places and businesses**.

Current barriers to effective skills delivery include:

- **Funding levels** – reviews are too slow and there has not been enough reviews undertaken with unclear timelines.
- An **inflexible apprenticeship levy system** a sizeable unspent levy pot, a complete review of the Levy with an open and transparent look at the data and figures, combined with the under spend and the return to HMT. Levy needs to be more flexible with an emphasis on keeping unspent Levy in each region.
- **Recruitment and retention difficulties**, some sectors are now being heavily impacted upon therefore meaning that some providers will have to stop delivery. There needs to be a review of pay to address shortages and consider new ways to attract people into the sector, with attractive opportunities and paid closer to industry levels.
- **Inconsistent AEB procurement processes**. Many providers in the North lost existing contracts or had them significantly reduced.
- **Lack of EPAO availability**. Providers are experiencing long waiting times, lack of a clear and consistent approach from EPAO and rising costs.
- **Loss of EU Funding**. A number of areas in the North region having received EU funding in the past are now not under shared prosperity. This significantly reduces opportunities to help people into work.

How will NSN help to remove these barriers?

We commit to **lobbying for the removal of significant barriers to effective skills delivery**.

Through our partners and members will **continue to share good practice in the North** in terms of recruitment and retention. We will continue to hold round tables to identify the gaps and collectively address the staffing crisis.

We will continue to **lobby and campaign the government** alongside our stakeholders to **address the need for positive change**, to ensure **people, places and businesses** are well placed in the future of skills.



NORTHERN SKILLS POLICY PERSPECTIVE

Future Skills Needs

To ensure that the UK skills system equips **people, places and businesses** and communities with the necessary skills to tackle global challenges such as climate change, net zero and AI.

Current future skills development needs include:

- **Accelerated investment in skills** for the transition to **low carbon**, for construction, engineering, health and **digital skills**, including the use of AI.
- **Embedding of such skills in current apprenticeship Standards**, although there is a thread running through some standards this is not all and in order to promote discussion and awareness. This review should take priority otherwise we risk having some of our standards being outdated and not fit for purpose.
- **The risks and challenges of AI**. Broadly in Education this includes, Data Privacy, Cost and Access, Human interactions and support and Language and culture. But also **the opportunities that AI can bring to the skills sector**, including innovation and time saving.

How will NSN help the development of future skills?

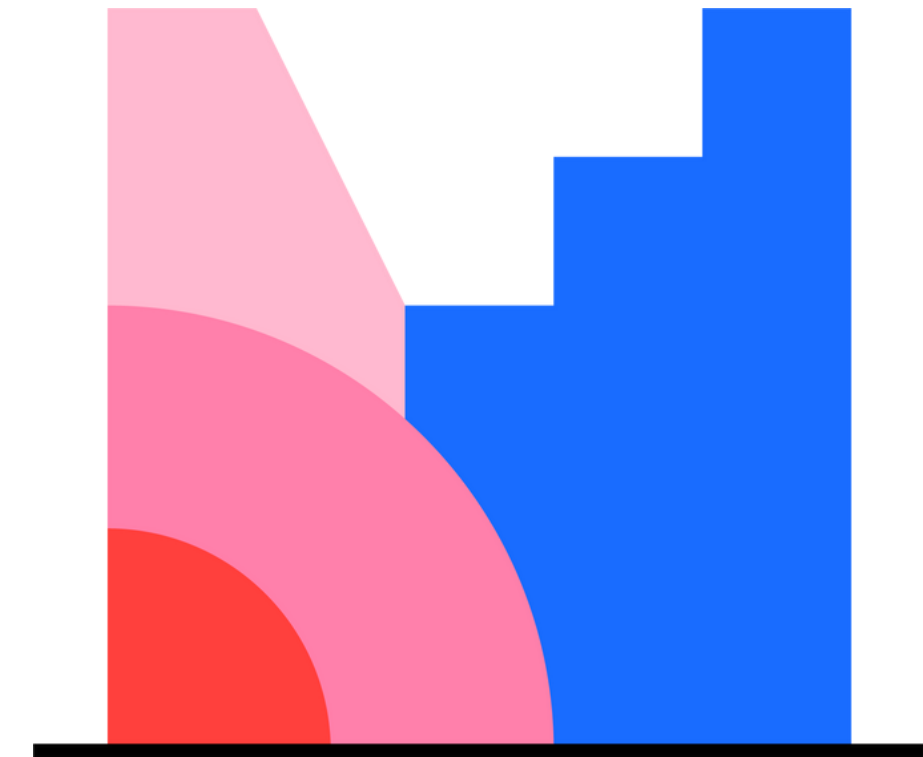
We commit to **future skills forecasting and development** through working in partnership with members, stakeholders, employers and educational establishments.

We will provide opportunities for members to take part in roundtables, webinars and projects to **highlight risks, challenges and opportunities, and ensure the voice of the North is heard**.

NSN **representation is key with stakeholders** ensuring that continued communication and participation aligns with our manifesto and vision for 2024.

COMMITTED TO CAREERS FOR ALL

- Our focus and workstreams across the North and within the regions is for better post-16 education for all
- This focuses on access to reliable, relevant and up to date information
- The growth and demand for skills
- Future proofing the FE & skills landscape & CPD / workforce development planning



Mentimeter

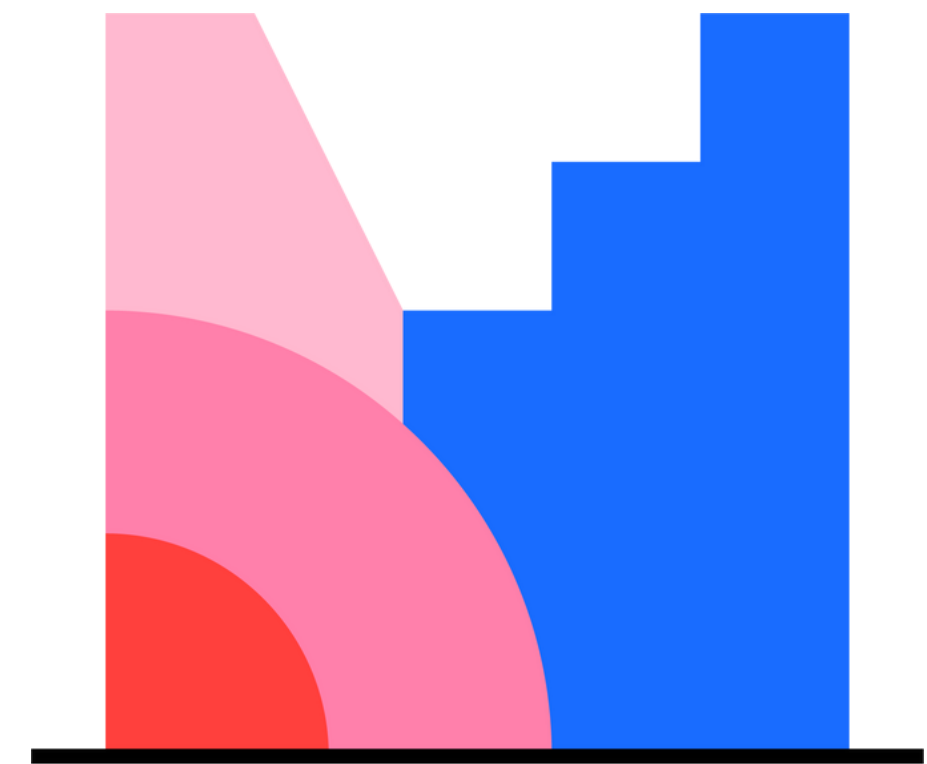


Rate your organisations confidence in delivering and embedding CEIAG:

- 16-18 year old apprentices
- Adult apprentices
- AEB learners
- Skills bootcamp learners
- Other learners



Do you have dedicated, qualified careers advisors within your organisation?

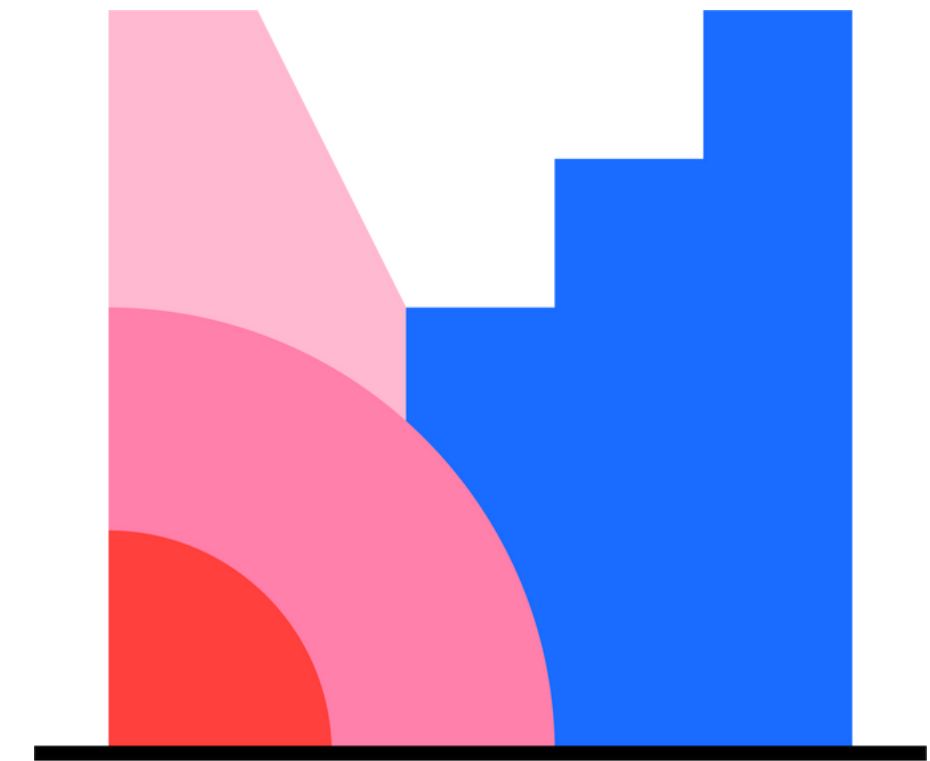


Mentimeter



What level of CEIAG qualifications do your staff have?

- Level 3
- Level 4
- Level 5
- Level 6



Mentimeter

THE FURTHER EDUCATION CAREERS LANDSCAPE





Department
for Education

Greg Boone

Head of the Careers Service for Young
People Unit | DfE



Careers Support for Young People

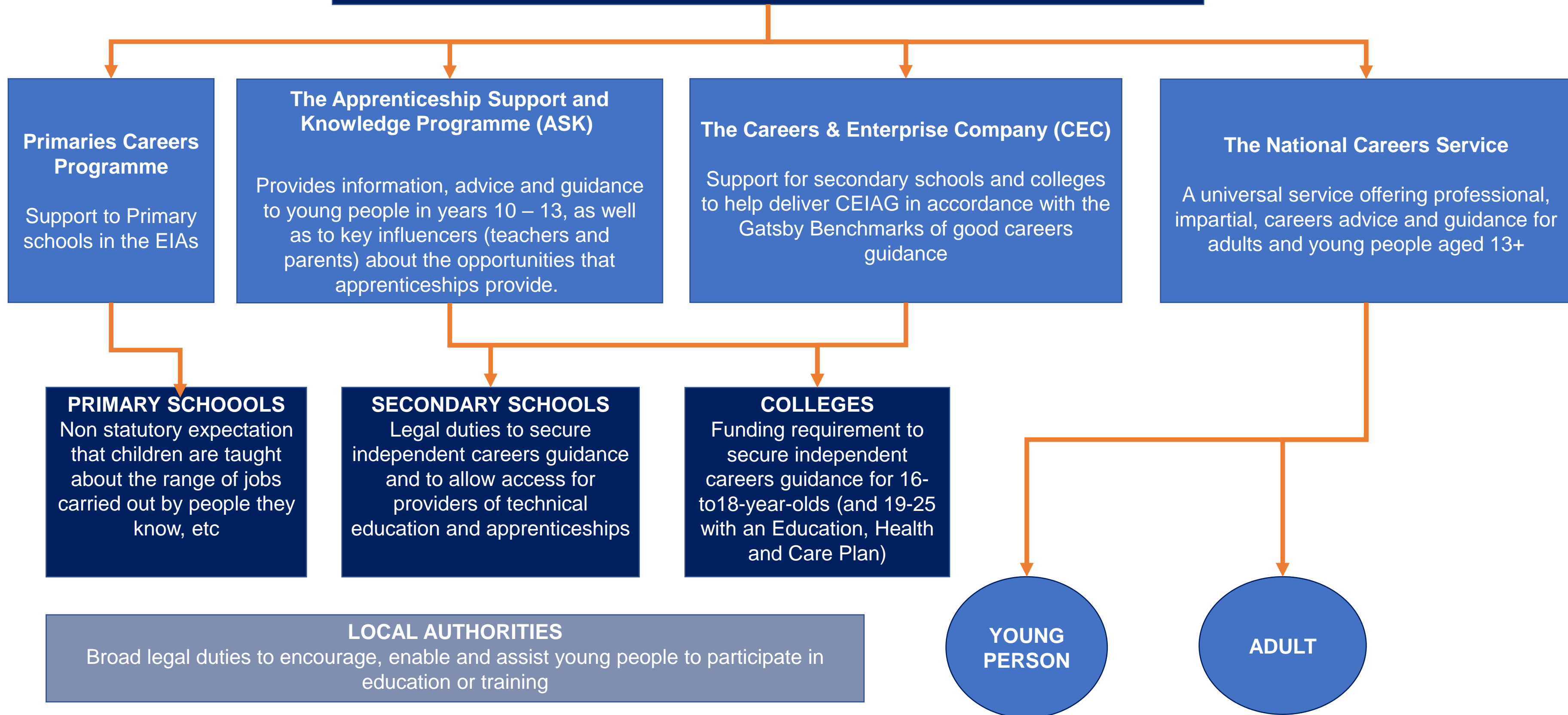
Northern Careers Summit 12 March 2024

Greg Boone, Department for Education (DfE) Careers Division

- current careers system
- forward look

The current careers system

DfE FUNDED CAREERS SYSTEM



Education Select Committee careers inquiry: key government commitments in response

careers system	CEIAG deliverers	primaries
strategic action plan	hub membership	evaluate programme
statutory guidance	careers leaders	best practice sharing
curriculum	employers	specific groups
teacher CPD	workplace experiences	supporting disadvantaged
careers & curriculum	PAL compliance	SENCOs

Forward look: all-age careers offer & strategic action plan

- The ESC conclusions and recommendations will inform how government's policy on careers evolves, alongside Professor Sir John Holman's recommendations for the future careers guidance system and Ofsted's thematic review of careers.
- Ambition for everyone to have access to impartial, lifelong careers advice and guidance, regardless of age or circumstance, equipping citizens with the necessary support to develop skills, advance their careers and boost long-term economic prosperity.
- Clear that we have strong foundations for the careers system and want to build on this as we develop plans for how the system should continue to evolve.

Three Priorities For Careers

A Single, Unified Careers System

We want a clear and unified all-age careers offer, with fully integrated digital, telephone and in-person services, that support individuals to move seamlessly through their skills, training and career journey.

Skills, Training & Work Experience

We want to give skills parity of esteem with academic pathways and to have a much stronger focus on dynamic and high-quality skills, training and work experience.

Social Justice

We believe that everybody, regardless of background, should be able to make the most of their talents. We want to ensure that young people and adults receive the support they need to follow rewarding learning and training pathways which lead to fulfilling careers.

Forward look: strategic action plan

unified careers system	skills, training & w/experience
alignment with other gov work	employers & industry
use of careers data	careers workforce
parents	w/experience policy & delivery
digital elements	careers in curriculum
primaries	leadership workforce
local hubs	education leaders & teachers
ASK programme & Uni Connect	
Quality & accountability	
social justice and tackling disadvantage focus throughout	

Forward look/conclusion

We are keen to consider, with stakeholders, how we can further build on the current careers system.

- **The *first* step on this journey is skills for careers a new digital platform, designed as a **Single Starting Point for careers and skills** - to make it easier for people to navigate and source information on careers and opportunities.**
- **Aspiration to go further develop a fully integrated all-age careers system** that is built around the needs of individuals, the user journeys taken and the type of careers support they need.
- **This will build on the best of existing practice and our understanding of what works.**
- **We will engage over the coming months with stakeholders** to inform how services are best delivered.
- **We will publish a Strategic Action Plan for Careers** in 2024.



Steve Hailstone

Senior HMI Ofsted



Inspecting the provision of careers information, advice and guidance

12 March 2024: Northern Careers Summit

Steve Hailstone

Senior HMI, Further Education and Skills; North East,
Yorkshire and Humber



Careers advice, information and guidance

- The Technical and Further Education Act requires Ofsted to 'comment on the careers guidance provided to all relevant students in institutions in the further education sector'.
- Relevant students are defined in the legislation as those aged under 19, and those over 19 with education, health and care (EHC) plans
- Although the statutory duty only applies to colleges, for consistency we apply it to all FES providers.

Careers advice, information and guidance in the further education and skills inspection handbook

Personal development

- Inspectors will consider the quality of careers information, education, advice and guidance, and how well these benefit learners in choosing and deciding on their next steps.
- They will make a judgement about the extent to which leaders, managers and staff provide an effective careers programme that offers advice, experience and contact with employers to encourage learners to aspire, make good choices and understand what they need to do in order to reach and succeed in their chosen career.

Careers advice, information and guidance in the further education and skills inspection handbook

- The 'good' criteria for the personal development judgement include:

'The provider prepares learners for future success in education, employment or training by providing: unbiased information to all about potential next steps; high-quality, up-to-date and locally relevant careers guidance; and opportunities for encounters with the world of work.'

Careers advice, information and guidance in the further education and skills inspection handbook

Leadership and management

- The 'good' criteria for the leadership and management judgement include:

'Leaders ensure that all learners, including those with SEND and high needs, and disadvantaged learners, get the information, advice, guidance and support to achieve their next steps and progress to positive destinations. Leaders provide the support for staff to make this possible.'

Ofsted's thematic review of careers guidance

3 phases:

Phase 1: Review of careers guidance in schools and further education and skills providers: Published September 2023:

Main findings :

- Leaders and staff understand the importance of a quality careers programme.
- Providers are linking curriculum learning to careers well.
- Leaders and staff understand the need to promote both technical and academic pathways. However, not all are achieving this.
- Leaders and staff see work experience and other encounters with employers as important. However, pandemic restrictions have had some long-term adverse impact.

Ofsted's thematic review of careers guidance



Phase 2: Review of careers guidance in specialist settings: Published February 2024. Covers careers guidance in special schools, independent specialist colleges and pupil referral units.

Main findings:

- A young person's own voice is central to good careers guidance in specialist settings. Where staff develop a close and trusting relationship with learners and their families, career plans are practical and ambitious.
- In the settings we visited, leaders prioritised work experience and many were building relationships with employers. But the results were mixed, with some employers lacking the knowledge or confidence to offer learners with SEND high-quality work experience.
- Parents and carers of children who attend specialist settings are often anxious about their future. Good providers make efforts to reduce that anxiety through well-established communication tools, such as newsletters, phone calls and events that link parent evenings with career events.
- The report also found that smooth and effective transitions into further education, training or employment are important in helping children and young people with SEND succeed in their careers.

Phase 3: Review of careers guidance for learners from lower socio-economic backgrounds: About to begin, with report to be published spring 2025.

Quality and impartiality of careers advice, information and guidance at apprenticeship providers

- We expect all apprenticeship providers, including employer providers, to provide high-quality and impartial careers education advice and guidance, just as we would expect of any provider.
- This advice and guidance should be proportionate, appropriate to the age of the apprentices and the stage of their career development and relevant to the range of next steps that an apprentice could take.
- We do not necessarily expect a provider to give a lot of information about opportunities outside of the relevant sector where the qualification / apprenticeship is sector specific.
- Apprenticeship providers should make clear the employment landscape of the relevant industry to their apprentices so they can make informed choices about their next steps.
- The apprentice has selected the apprenticeship standard, and it is reasonable that careers advice should be based around that. At the same time, the apprenticeship should be portable. The apprentice should be aware of the range of employment and other possibilities after completion.

Careers advice, information and guidance education and guidance: things to consider

- Rationale:
 - What is your rationale for the careers advice, information and guidance that you provide? What will your learners get from it? Who are your strategic partners? Do staff know about the requirements?
- Roll out:
 - How is your delivery organised? How do you ensure that all learners have access to good-quality, impartial guidance and meaningful encounters with the world of work?
- Impact:
 - Do learners make appropriate choices? What are their destinations? Are they sustained? How do you know?

Examples of judgements about careers advice, information and guidance from recent inspection reports



Examples of judgements from recent reports

Independent learning provider:

Coaches provide comprehensive careers advice and guidance to apprentices and learners. Adult learners are supported well to develop their curriculum vitae. They learn about interview techniques and the importance of professional personal presentation. Apprentices are confident about options available to them in the future, including progression to higher-level apprenticeships. They are able to identify new emerging markets and associated opportunities through career mapping and helpful links to the national careers website. Apprentices benefit from listening to a range of external speakers, which helps them to feel confident about their future plans and employability prospects.

Examples of judgements from recent reports

Employer provider:

Apprentices benefit from a well-planned careers programme which includes discussions with assessors and store managers. They consider their career aspirations, existing skills and routes to achieve their goals. Apprentices understand how they can progress to management positions in retail or move into other related careers such as digital marketing or beauty.

Examples of judgements from recent reports



College:

Leaders and managers provide high-quality and impartial careers advice guidance which enables students to make progress and move onto a higher level of qualification, employment or further training. Students receive guidance about applications to higher education, information about degree apprenticeships and interview practice from employers. Apprentices attend workshops that teach them how to create a professional online profile, have end-point assessment interview practice, and receive careers support if they are facing redundancy. As a result, students and apprentices get the right level of careers education they need to make informed choice about their next steps.

Examples of judgements from recent reports

- *Too few apprentices receive useful, impartial careers advice. For example, the few discussions that take place focus on the role they are in and do not provide apprentices with an understanding of their potential next steps in employment or education. As a result, apprentices do not know what they need to do to achieve their ambitions.*



Ofsted




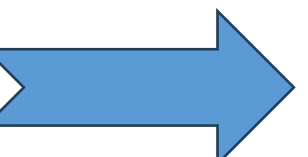


Big Listen

The Big Listen is a wide-reaching and comprehensive effort to hear from the full range of professionals and providers Ofsted works with, as well as the parents, carers, children and learners Ofsted works for.

What is the Big Listen?



-  We want to see high standards and positive outcomes for all children and learners
-  We will listen to feedback, criticism and ideas for small changes or big reforms
-  If your work, your children, your decisions, your education or your care are impacted by what we do, we want to hear from you
-  Ofsted will carefully analyse all the responses to the Big Listen consultation and publish its conclusions and plans later this year.

What is the Big Listen?



 A wide-ranging consultation focusing on four themes:

- 1** How we report our findings
- 2** How we carry out inspections
- 3** How we can have a positive impact on the sectors we inspect
- 4** What we need to do to be a world-class inspectorate and regulator, trusted by parents, children and the sectors we work with

 Independently led surveys and focus groups

 Events like this

To take part in the Big Listen:



gov.uk/ofstedbiglisten

The consultation closes 31st May 2024

Thank you



Ofsted on the web and on social media

www.gov.uk/ofsted

<http://reports.ofsted.gov.uk>

 www.linkedin.com/company/ofsted

 www.youtube.com/ofstednews

 www.slideshare.net/ofstednews

 www.twitter.com/ofstednews





THE CAREERS &
ENTERPRISE
COMPANY

Oli de Botton

CEO | The Careers & Enterprise Company



Careers Education: now and next

Oli de Botton

CEO

[The Careers & Enterprise Company](#)



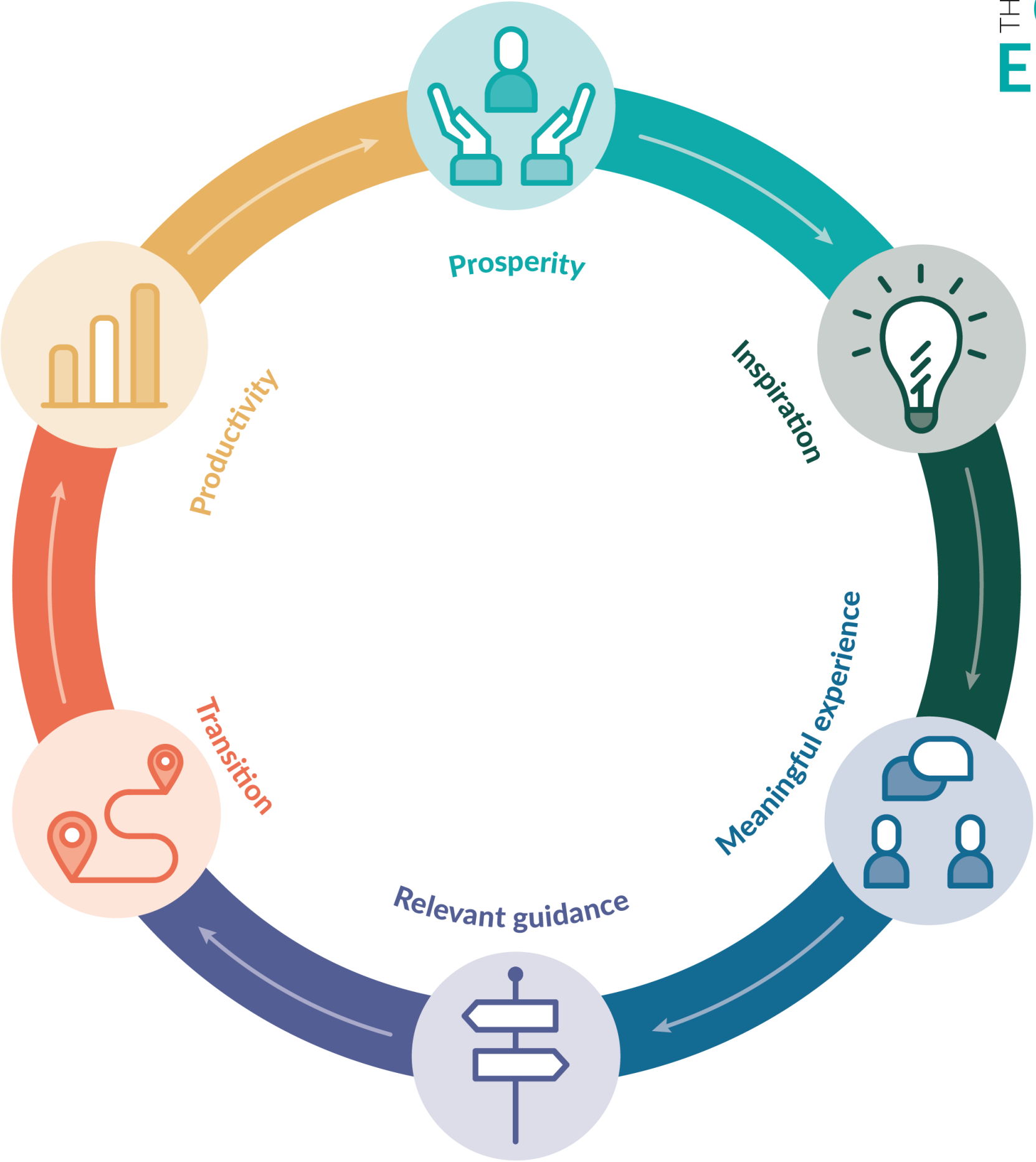


Agenda

- 1 | What is modern careers education...?**
- 2 | Is it working...?**
- 3 | Where next...?**

1. What is modern careers education....?

Meeting the ambitions of Employers and Young People



Our Mission

We work with schools, colleges and employers to help every young person find their best next step.

Our Mechanisms



Place-based

We bring employers, providers and educators together through **Careers Hubs** to improve careers provision against the Gatsby Benchmarks.



National

- Training Careers Leaders
- Quality review and impact data from schools, colleges, employers and young people

2. Does it work?





92%

of secondary schools
and colleges in Careers
Hubs



96%

of students are
receiving employer
encounters every year



x2

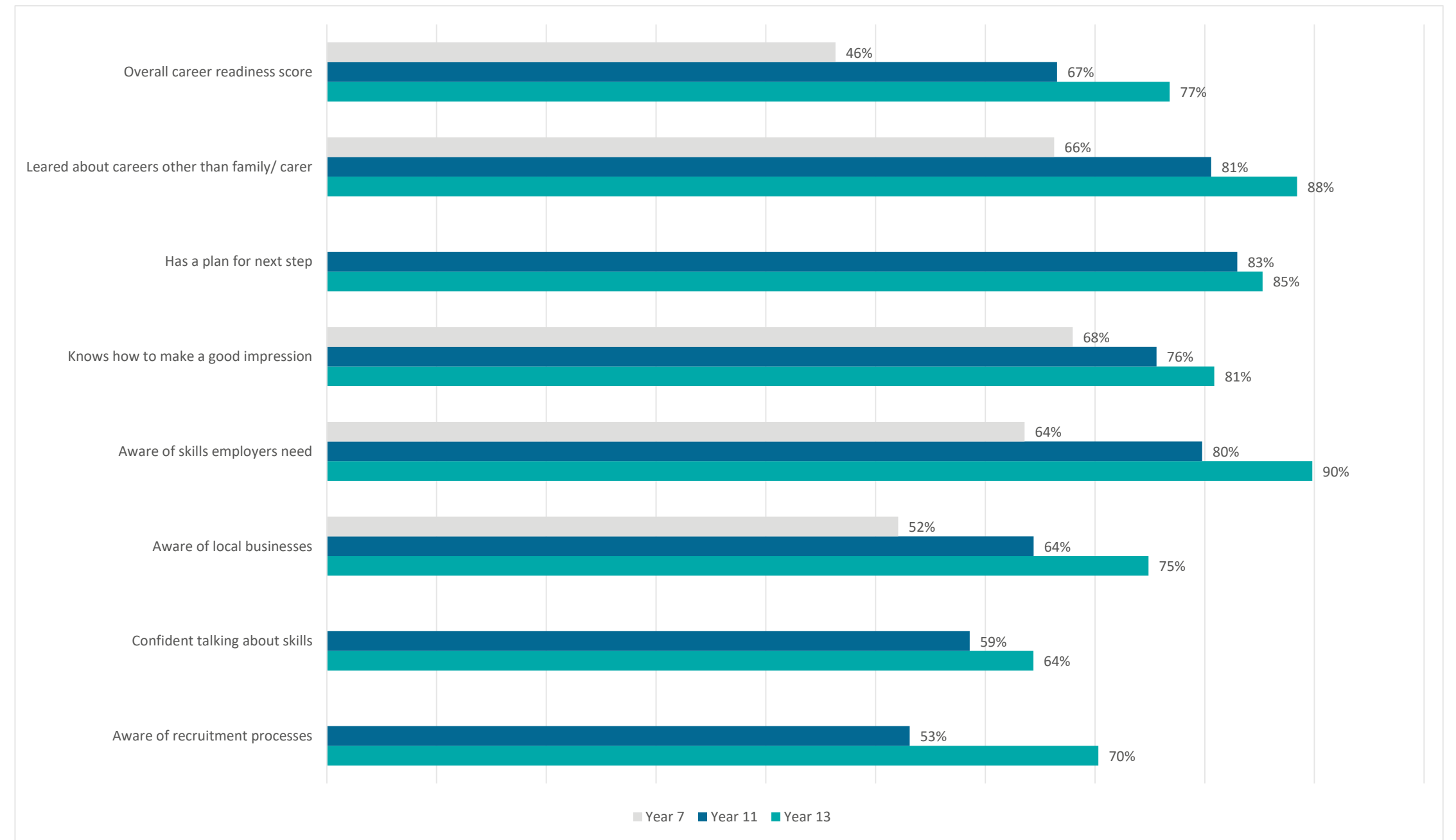
young people twice as
likely to report awareness
of apprenticeships
by Year 11



£150m

£150m saved each year
due to reduction in
NEET young people

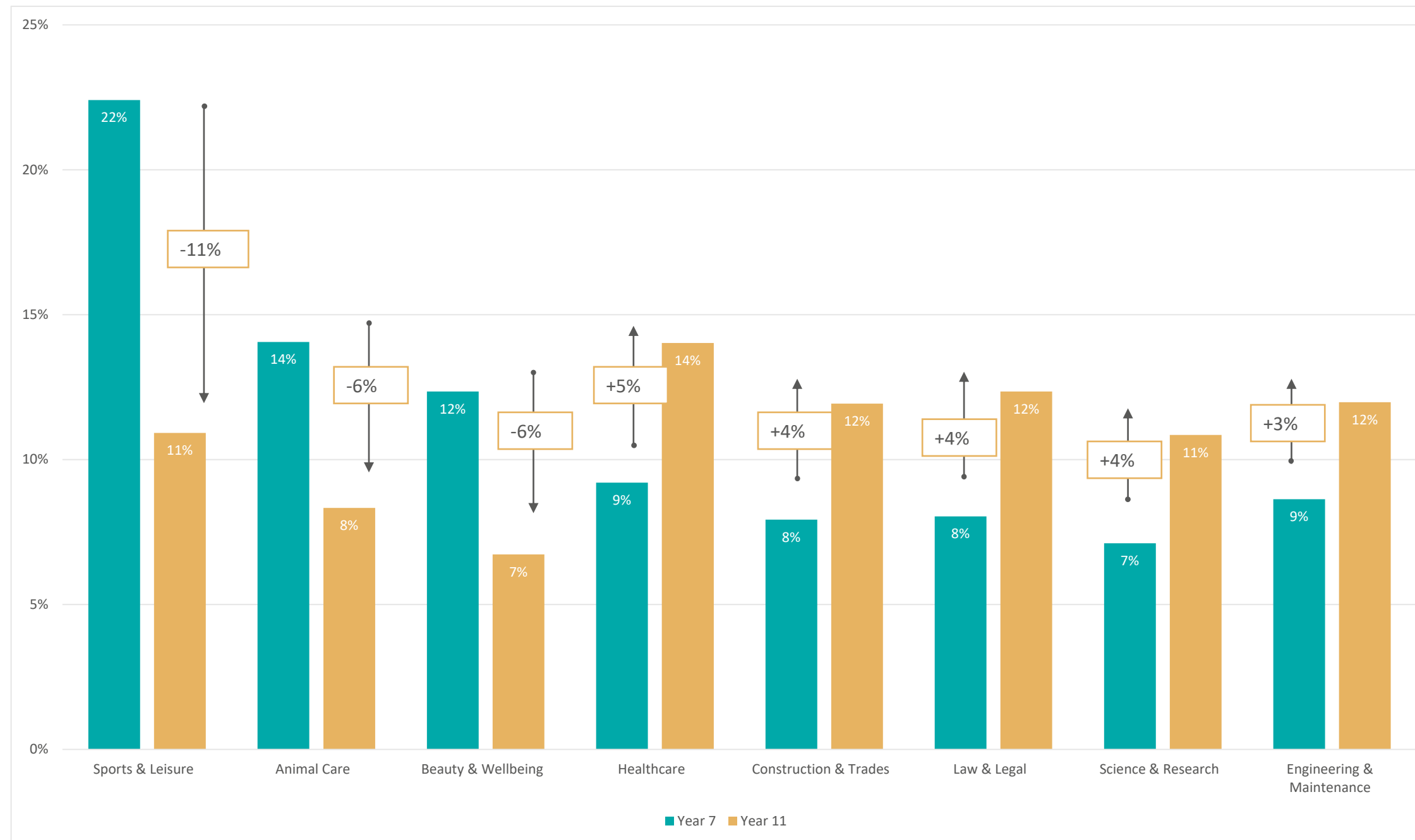
Career readiness, years 7 to 13



Source: Future Skills Questionnaire (FSQ), 2022/23 academic year (Year 7 [n=27,875]; Year 11 [n=11,238]; Year 13 [n=2,667]).

Young people are
benefitting....

...and becoming more aware of the changes to come

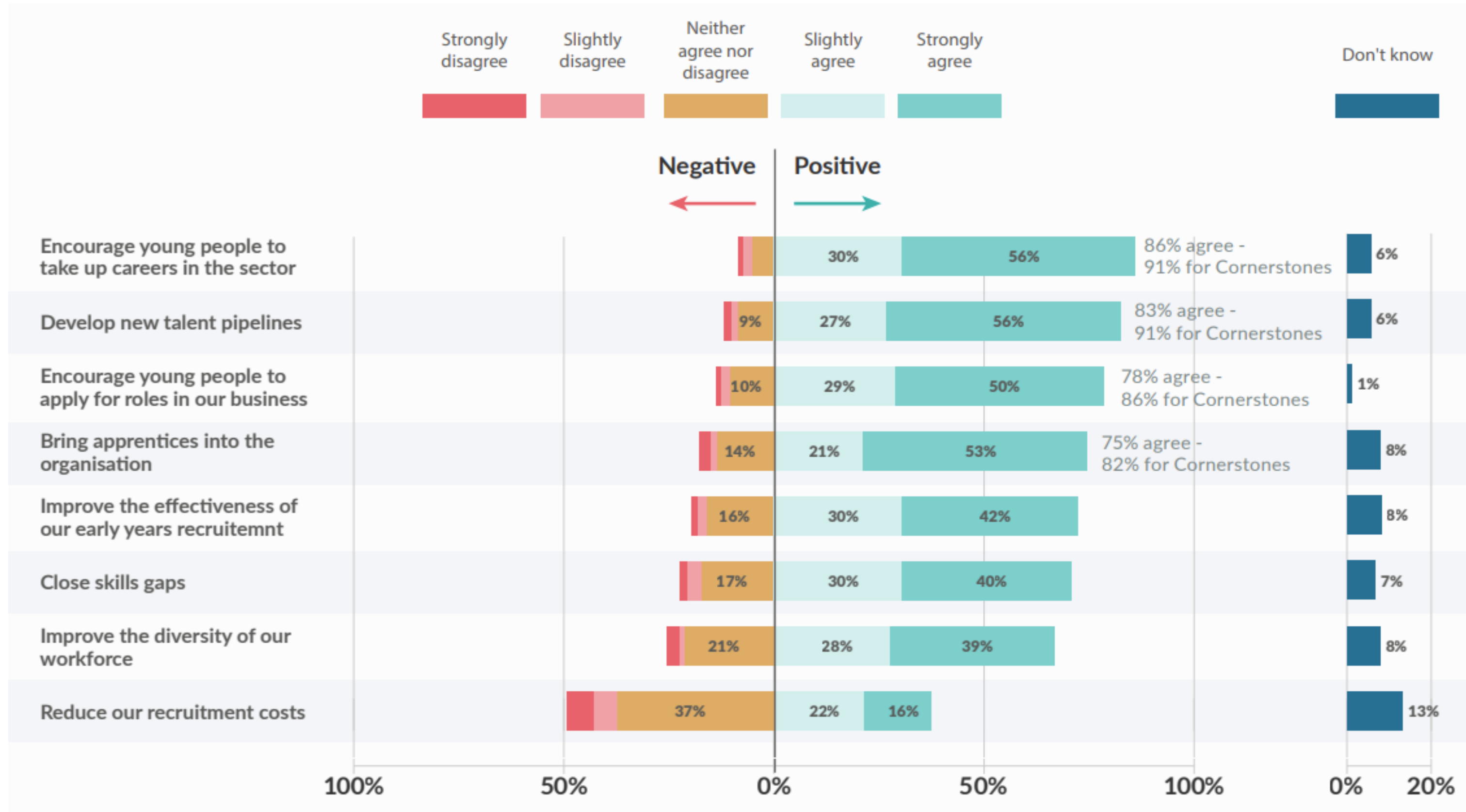


Students' industry interest change with age:

- ↓ Declining interest in sports & leisure, animal care and beauty & wellbeing industries.
- ↑ Increasing interest in healthcare, construction and science & research industries.

Source: Future Skills Questionnaire (FSQ), 2022/23 academic year (Year 7 [n=27,875]; Year 11 [n=11,238]).

Employers are seeing a difference too....



3. Where next?



Coverage



Quality

Outreach



Intake

Interest



Uptake

Margins



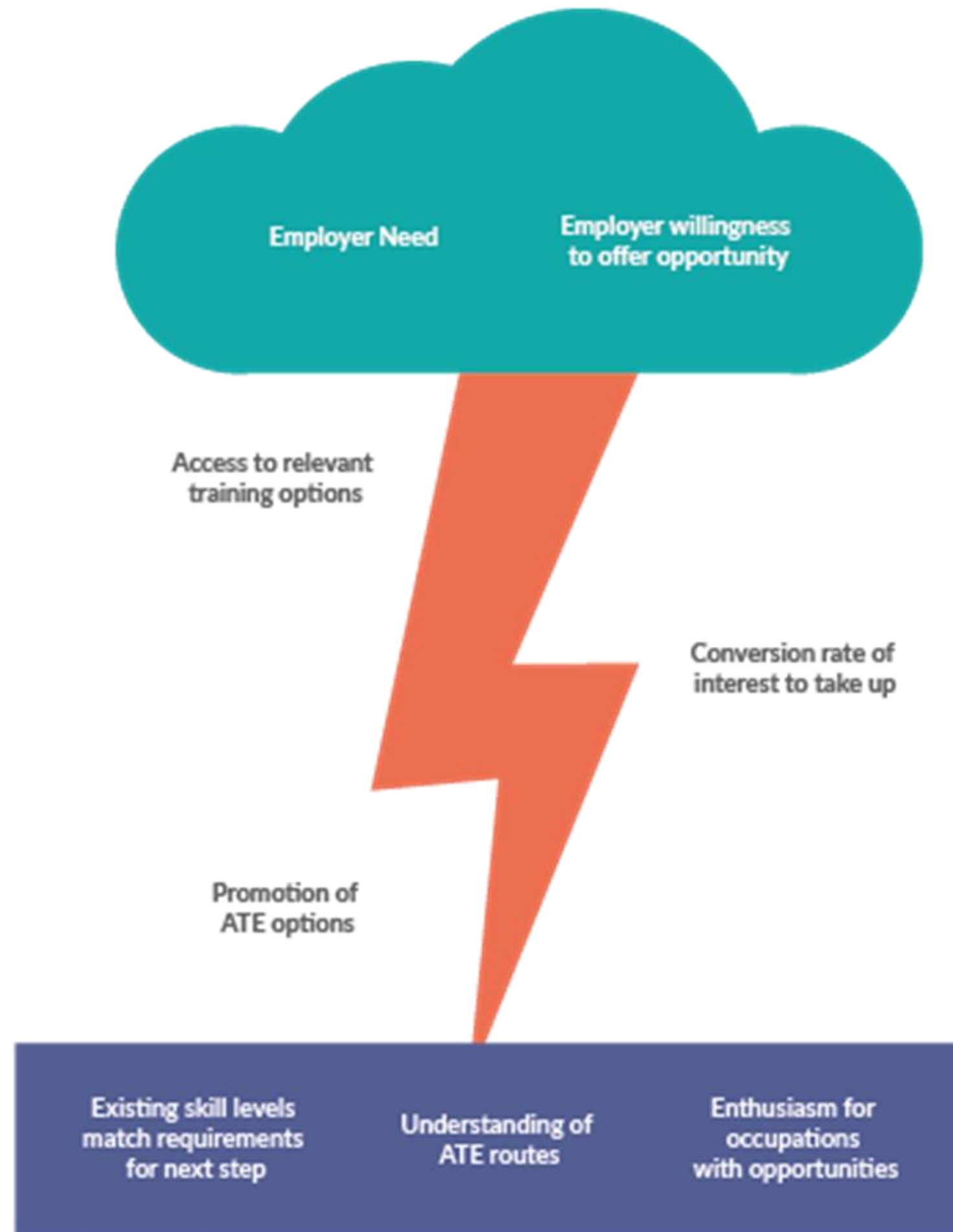
Mainstream

Most



All

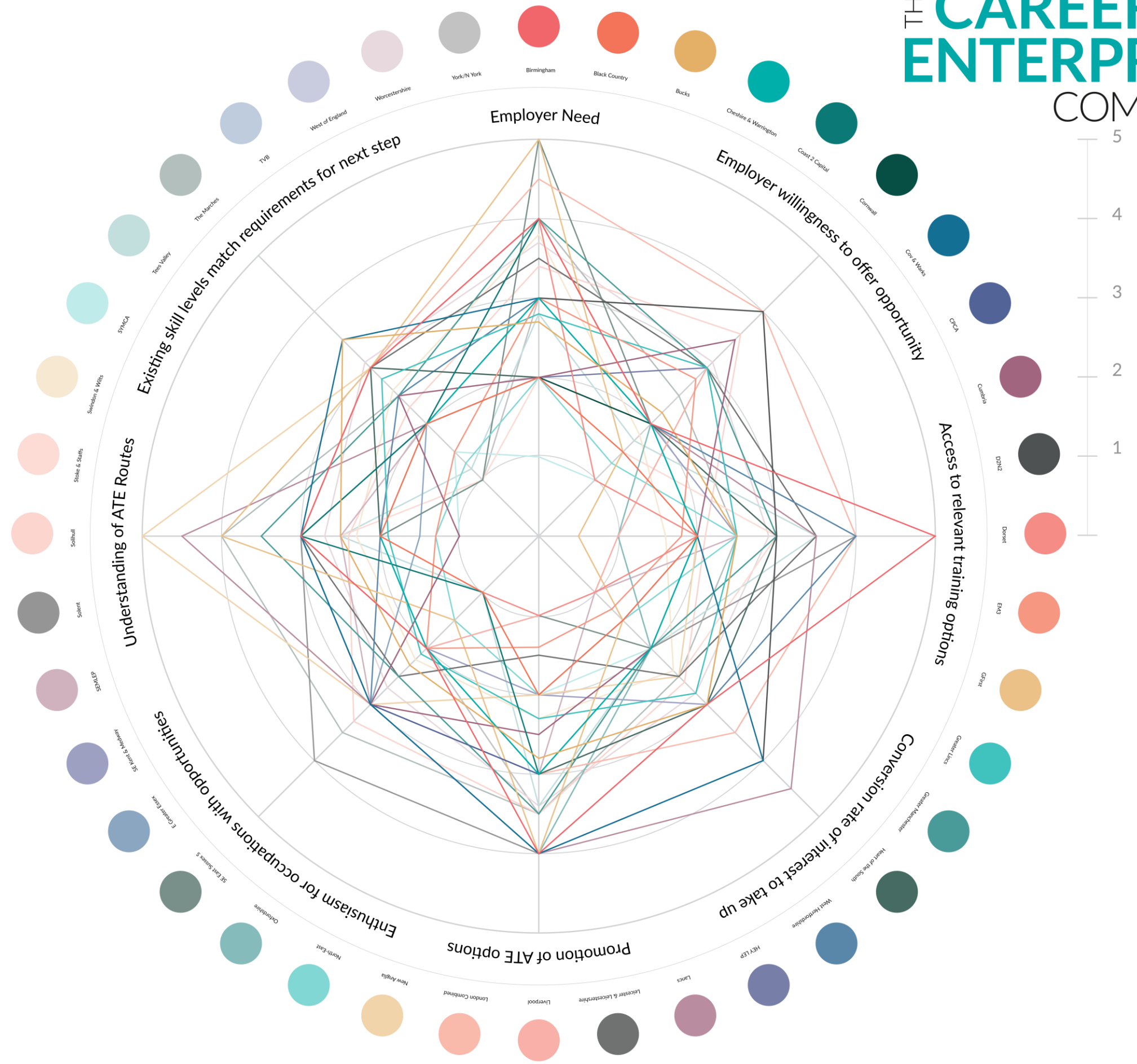
Interest to uptake....





Conditions for transition:

Supporting young people onto apprenticeships and technical pathways - a regional analysis



What does this mean for us?

- 1 | Include teachers and parents in the careers conversation
- 2 | Reinvent work experience
- 3 | Help get more providers into school
- 4 | Challenge and support employers with more data
- 5 | Support for careers in ITPs

Thank you.

Questions?





UCAS

Shona Taylor

Business Engagement Manager | UCAS



UCAS



Building Tomorrow: How key influencers shape future careers.

Shona Taylor

Business Engagement Manager

UCAS



One million+
Pre-applicant database



25.4m
Unique visitors to
ucas.com each year



155k+
Students at Discovery
Exhibitions this year



30k+
Parents, teachers &
advisers

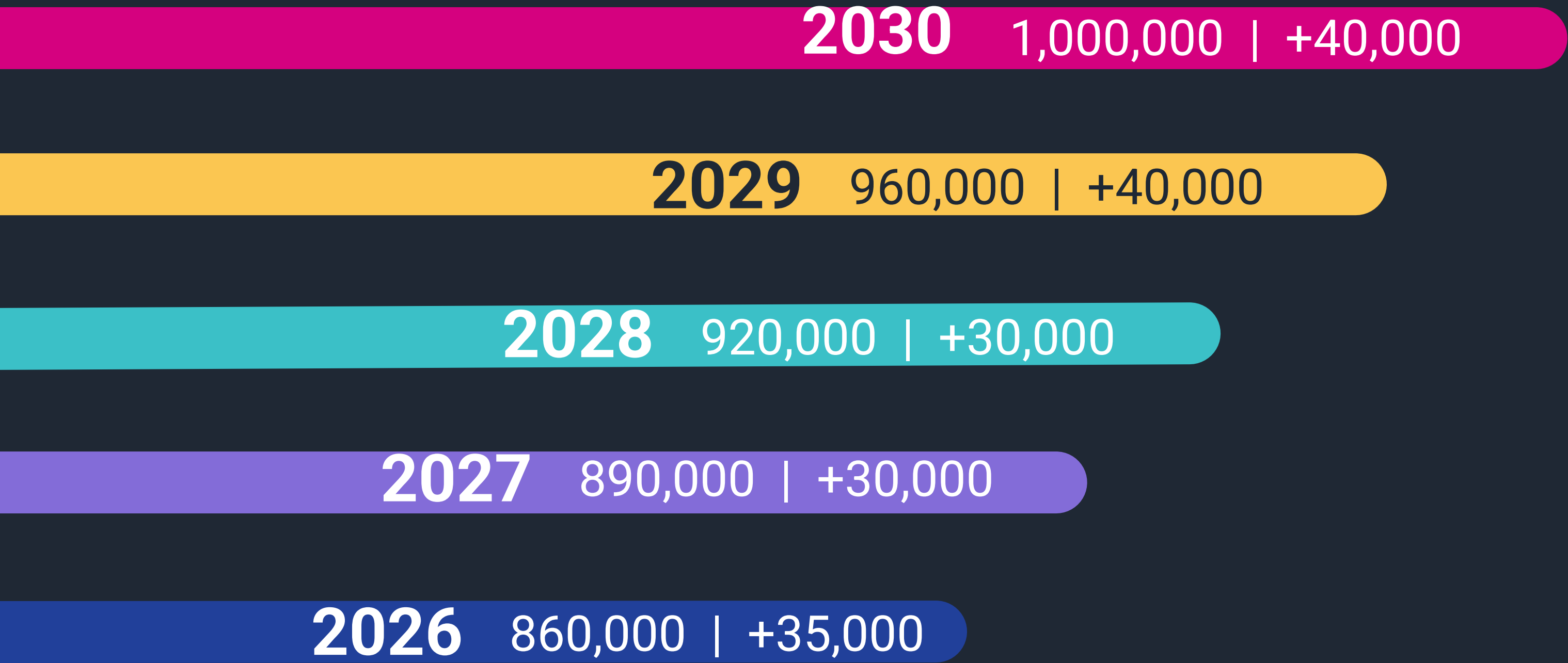


Seven million
Apprenticeship searches
in 2022



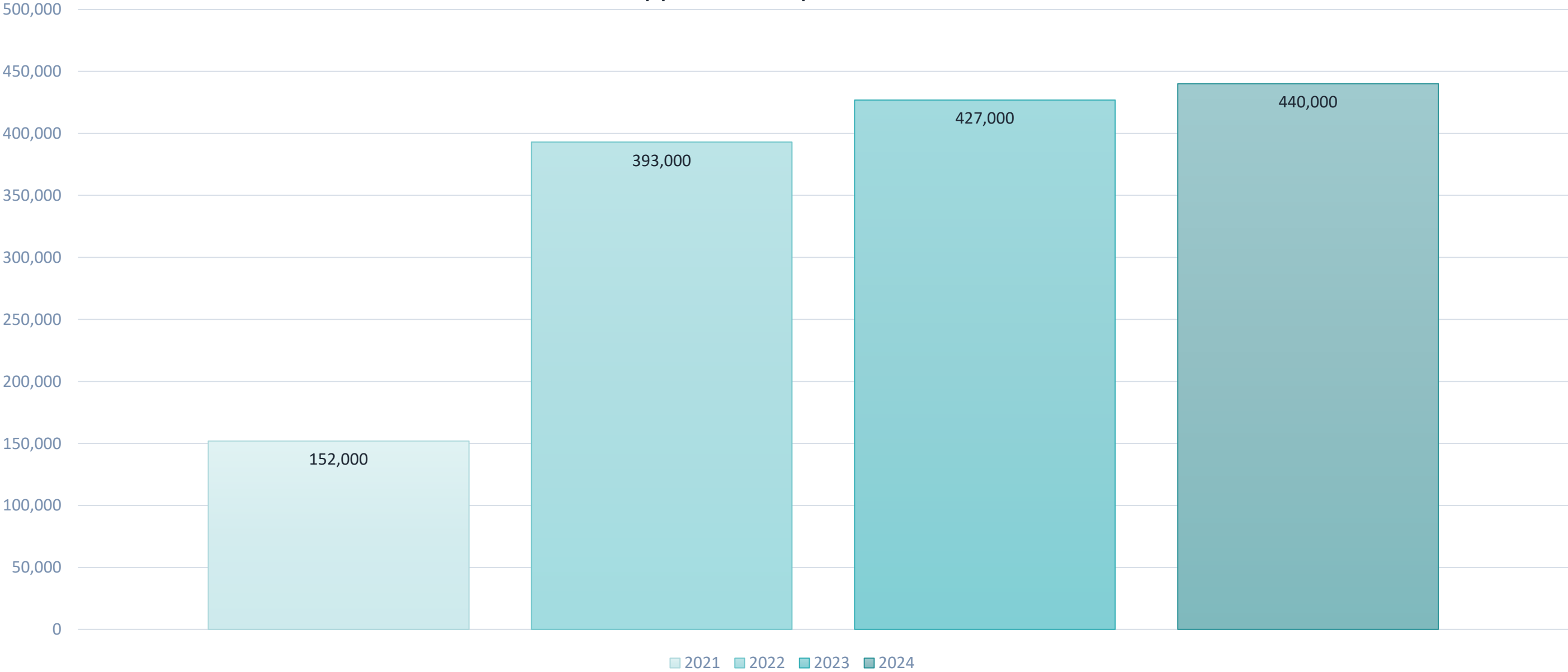
UCAS is a trusted source of information and advice for millions of people... and an independent charity with an objective to *‘advance, and assist in the advancement of, education’*.

Journey to a million



Student Interest in Apprenticeships

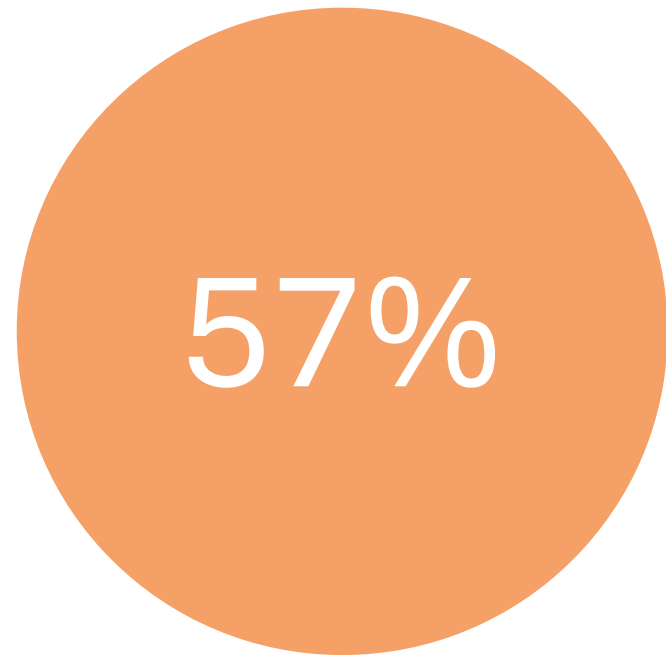
Students interested in apprenticeships



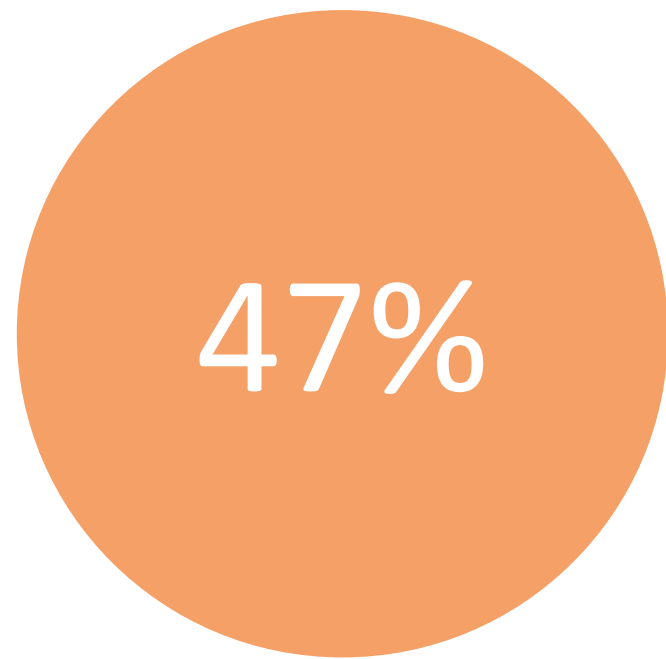
Data source; UCAS Potential Applicant Database (PAD) at Equal Consideration Deadline (ECD)

What does this all look like to a young person?

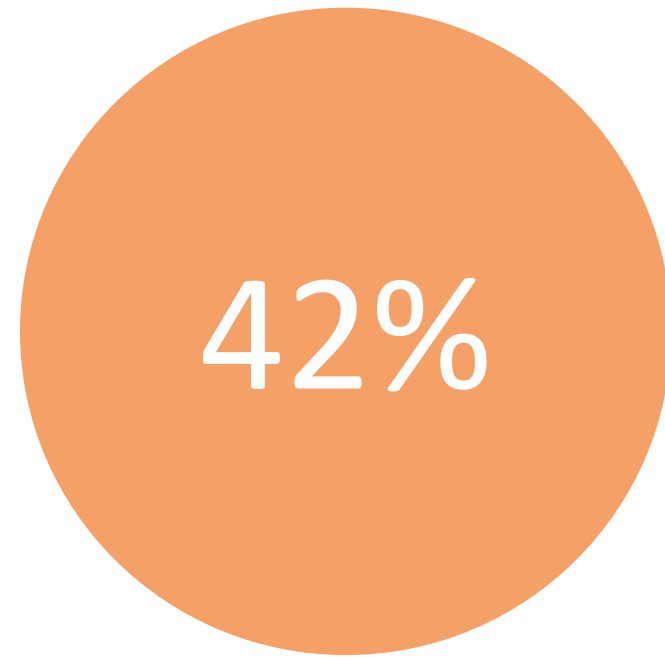
Great deal of uncertainty amongst this age group about future careers



Know 'a little' when it comes to post- 18 options



Agree they have **no idea** what career they want to do in the future



Say family/ friends **do a similar job** and that's influenced their choices

We haven't been offered much support/advice, but we were given a booklet which contained some useful advice about post-career options by our head of year. We were also given a few PowerPoints (also from our head of year) but it contained limited information. In addition, our school offered a careers meeting with a careers advisor, but spaces were limited so not everyone could receive this information

[Project Next Generation | UCAS](#)

Students aren't always getting the information they need...

UCAS

1 in 5

close a door to a potential career at GCSE options stage

76%
or
4%

associate prestige with university or an apprenticeship

1 in 3

do not get information about apprenticeships at school or college

44%

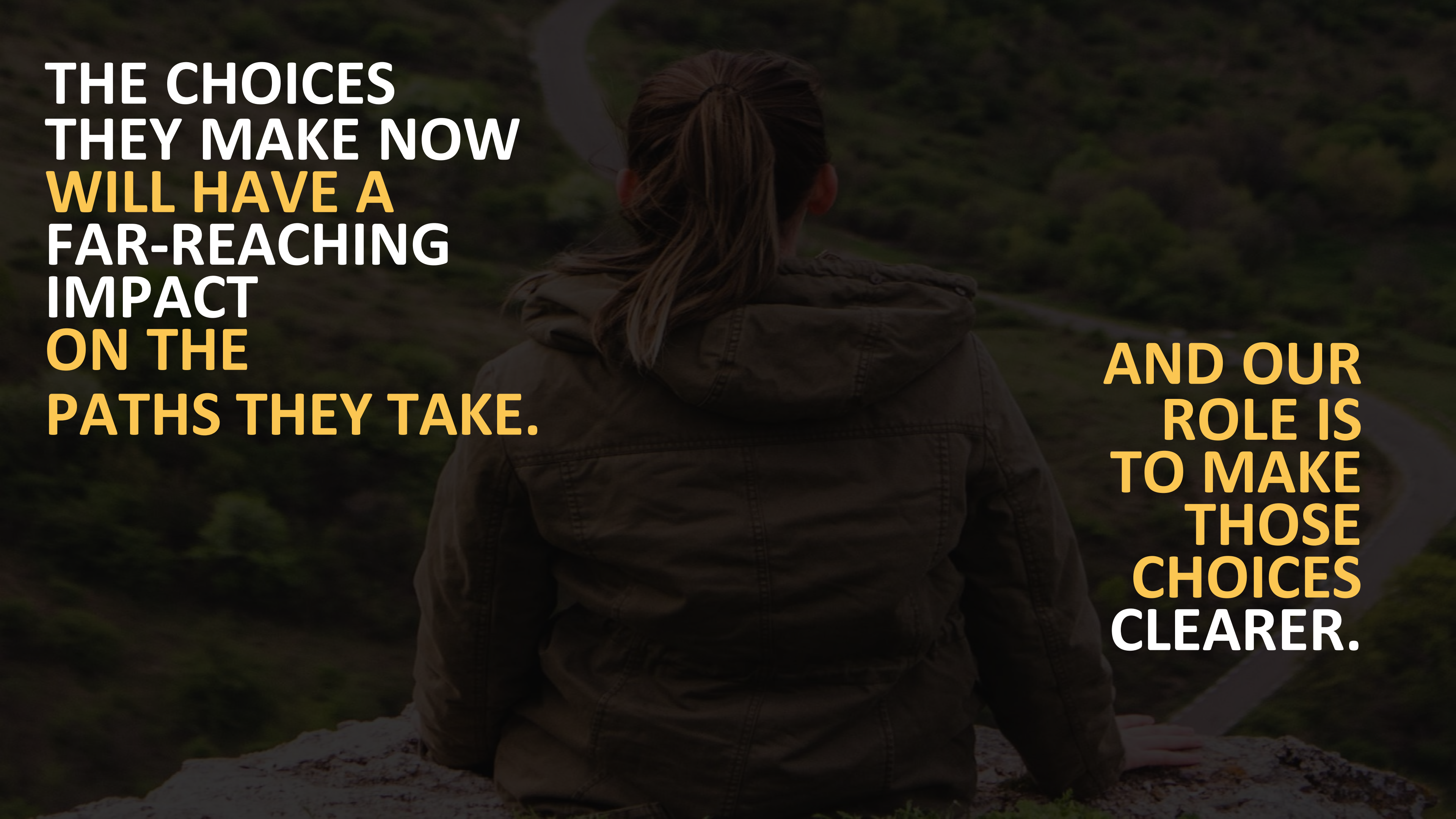
of 18–24-year-olds had a positive application experience

87%
or
57%

associate university or an apprenticeship with securing a good job

94%
or
24%

adviser confidence levels to support university or apprenticeship applications

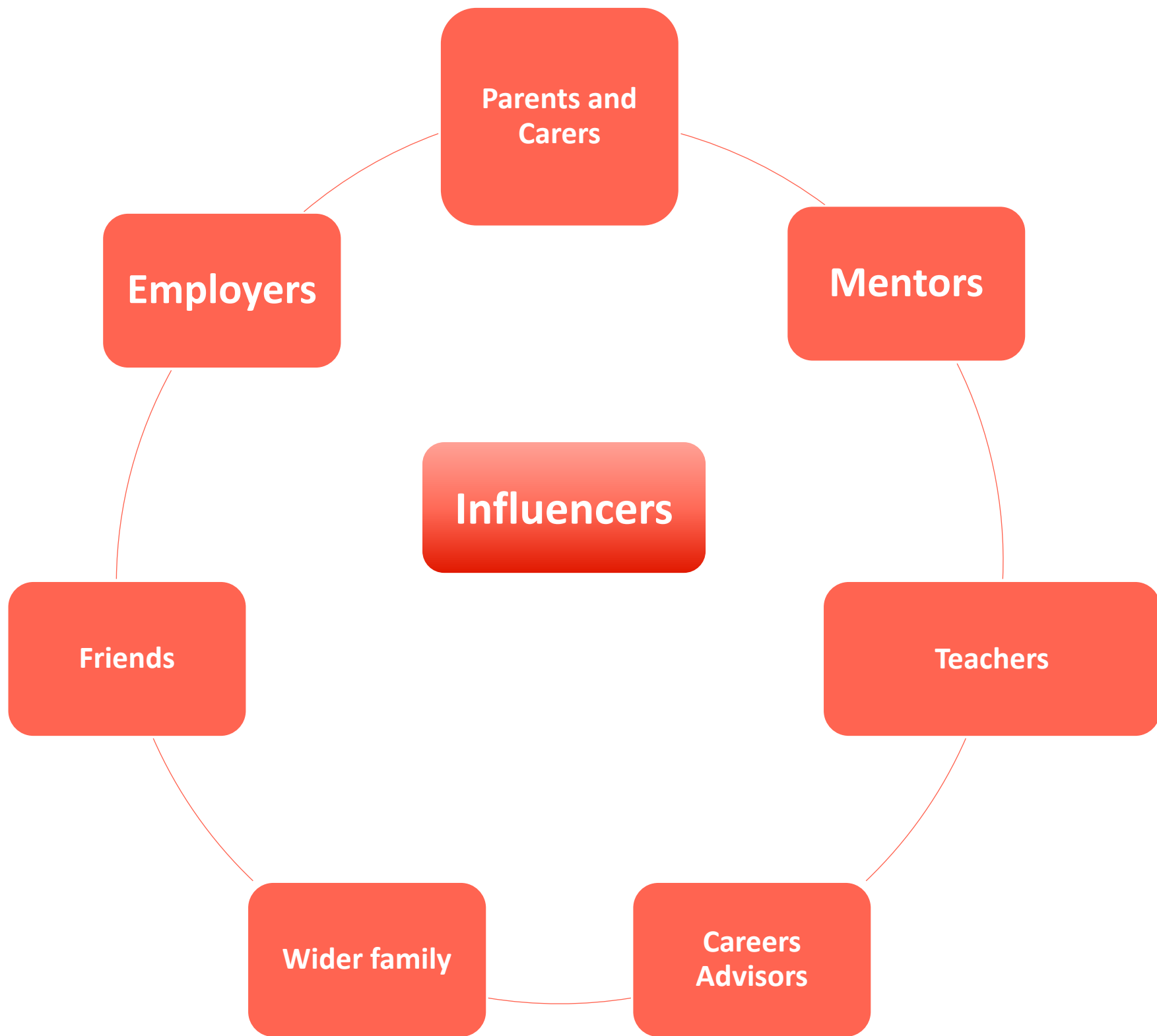


**THE CHOICES
THEY MAKE NOW
WILL HAVE A
FAR-REACHING
IMPACT
ON THE
PATHS THEY TAKE.**

**AND OUR
ROLE IS
TO MAKE
THOSE
CHOICES
CLEARER.**

Who influences?

- 39% of young people aged 13-21 years old, rated parent/carer influence as 7/10 or above in terms of importance.
(1 being no influence and 10 being very strongly influential.)
- 62% look to parents/guardians for career advice and support.
- 49% reported they did not have had a career role model.
- Of those respondents, 70% think it is important to have one.



In Years 9/10 young people are likely to be influenced by parents’ and carers’ jobs and/or beliefs.

By Year 11/12 influencers are teachers, individual interests and passions for a subject and need for the next step.

Throughout, choices are driven by employment/strength/need for future career at all ages. Internal drivers and external situations strongly motivate choice of pathway.

The parent/carer view

- Many have little knowledge about key information on next steps for their child for example apprenticeship wages.
- Many are confused by long standing myths about options available.
- Many may be more likely to encourage their children towards more pragmatic, outcome-focussed, and financially secure options like apprenticeships and employment.
- Some, who are unfamiliar with the pathways available tend to guide their child towards better known routes such as university.
- Some lack knowledge around LMI.

Parents and carers often rely on:

- Word of mouth – family, friends, colleagues.
- Online research – via job ad sites for salary and apprenticeship sites for qualifications.
- Events – open days, career exhibitions.
- Contacts – asking colleagues or consulting LinkedIn for advice and suggestions.
- Previous experience – their own experience, or having been through it with an older child.

Support parents and carers need:

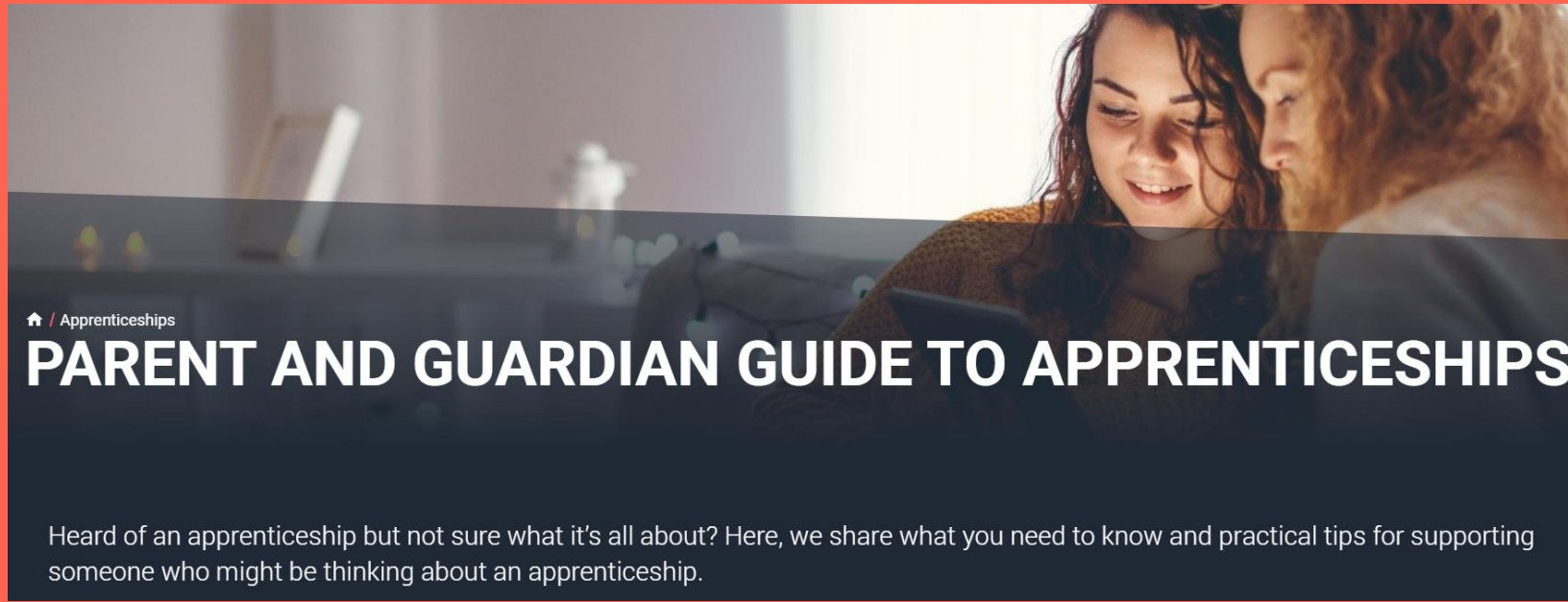
- **Access** to simple facts and tools such as LMI.
- **Help** to myth-bust and to detangle the pros from the cons.
- **To be provided with** clear and simple information without jargon.
- **To be supported to** develop the confidence needed to speak to young people about the pros and cons of the next step.
- **To receive** regular information in bite sized chunks.

And for those young people without parental support, or living in unsupportive environments or care, there is a need for easily digestible information is even more important to support their decision making.



PARENT, GUARDIAN AND CARER GUIDE 2024

Everything you need to support your child with their higher education choices



↑ / Apprenticeships

PARENT AND GUARDIAN GUIDE TO APPRENTICESHIPS

Heard of an apprenticeship but not sure what it's all about? Here, we share what you need to know and practical tips for supporting someone who might be thinking about an apprenticeship.

Sign up for our parent newsletter

Whether your child is set on going to uni, or still looking into their options – including apprenticeships, gap years, or conservatoire courses – we can help. Sign up and we'll send you everything you need to help them make an informed decision.



PARENTS EVENING THE PODCAST

UCAS

The role of educators

- **Linking** what is taught in the classroom to careers and the world of work.
- **Relating** what is being taught to future career opportunities so students see their relevance.
- **Exploring** different careers to widen students' perceptions of the careers available.
- **Challenging** stereotypes within different careers.
- **Enabling** students to prepare for career discussions by having a better understanding of where different subjects could lead them.



2024 adviser toolkit

Everything you need to prepare for the 2024 application cycle – all in one place.

Free online training

UCAS Home My learning Jamie Gibbs

Professional Development Platform

The home of UCAS operational training

Search the site

[Click here](#)

HE Providers

Our provider training area is only for colleagues working at a university or college offering higher education courses through UCAS.

[Click here](#)

Advisers

Our adviser training area is only for teachers, advisers, careers staff and those supporting students applying for higher education courses.



Post-16 resources

Information and resources for teachers to help students choose their post-16 education and training.

What support do young people need?

- It's never too early to start!
- Help them assess their skills and interests.
- Help them to work out what options are available
- Help them to decide which of the options are best
- Outline their next steps.
- Speak to an adviser.



[Take The Careers Quiz. What Job Could You Do? \(ucas.com\)](https://ucas.com)

Shona Taylor

Business Engagement Manager

s.taylor@ucas.ac.uk

BREAK | 11.05-11.30



PROVIDER PANEL





Kate Roberts

Head of Careers | Learning Curve Group

Sarah Boyd

Assistant Principal - Apprenticeships & Adult | Wigan & Leigh College

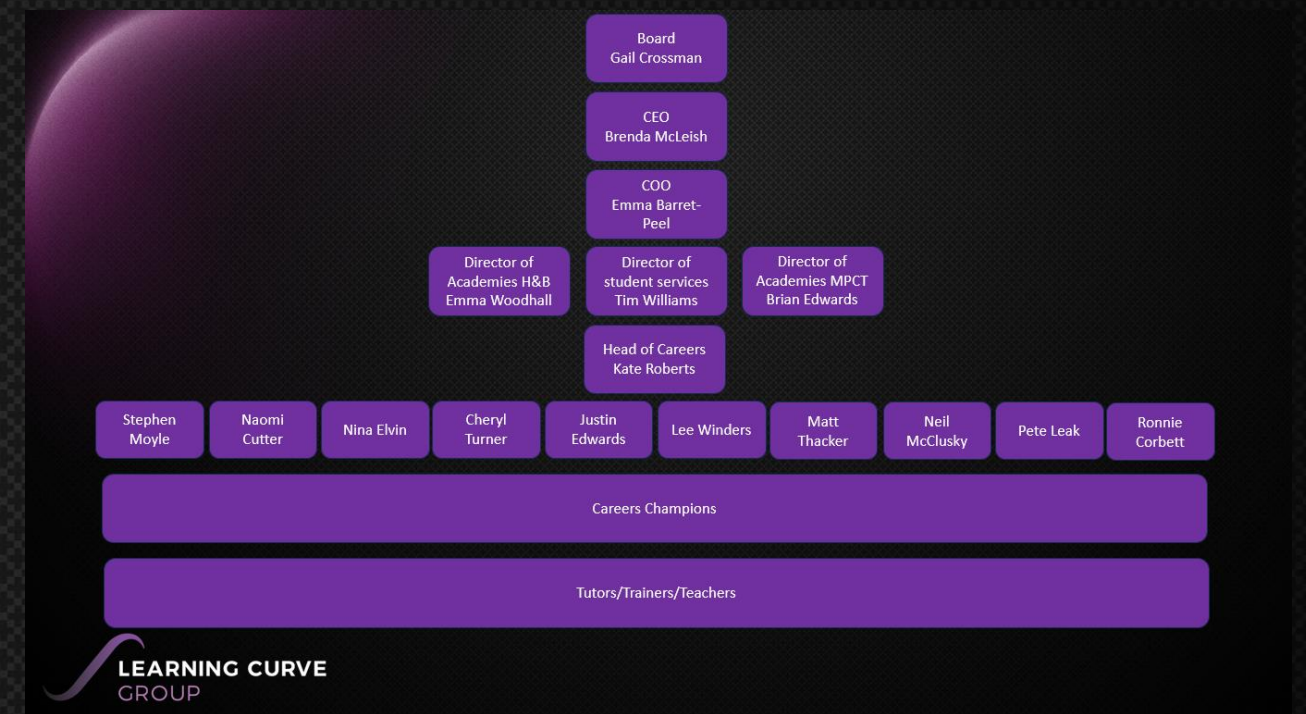
Dean Coleman-Walker

Business Development Director | Appris




CEIAG improvements to date

- Policy - [Here](#)
- Strategy
- Hub method – careers champions
- CareersPro – Edtech solution to large organisation IAG
- Website - [Learning Curve Group | Home](#)
- Senior leadership and board member
- CEC support – Level 7, Hub, external training, compass
- Gatsby support
- Programme audit
- Training audit



Wins and Success


- CareersPro
- Gatsby Visit
- Website
- Sharing of good practice
- Appetite across business
- Access to a level 6
- Matrix success



careerspro

The AI-powered career planning platform - taking your career advice and guidance to the next level. Identify learner's career qualities and empower them to choose careers that align with them.

[Find Out More](#)



destinationspro

Our latest edTech solution, destinationspro, is a web platform designed to solve the most prominent challenge in education; collecting and tracking learner destinations.

[Find Out More](#)

Welcome To Our Careers Hub

LCG's Career Hub is a place to seek advice on your learner journey, support you with your training, help you bag your dream job or completely change your career!

At Learning Curve Group, we are committed to providing high-quality Careers Education, Information, Advice, and Guidance (CEIAG) that empowers learners to make informed decisions about their future career paths.

We want to ensure all learners progress onto an aspirational and sustainable future pathway; whether this is further study or meaningful employment. This is a further development of our key ethos of *transforming lives through learning*.

Our policy outlines our approach to CEIAG and sets out our objectives, responsibilities, and the procedures we will follow to ensure that our learners receive comprehensive support in making well-informed choices. We aim to foster an inclusive and supportive environment that enables individuals to identify and pursue their aspirations and potential career paths effectively for further information on our policy [click here](#).

If you are a current learner, a prospective learner or even a parent/next of kin/ friend and would like to contact our fantastic Careers Team please e-mail careeradvice@learningcurvegroup.co.uk.

Support could include:

CareersPro

The lifelong use of our amazing AI platform CareersPro.


Comprehensive initial guidance

Comprehensive initial guidance and induction to ensure the path you have chosen is the best for you.

Impartial careers

Opportunity for a level 6 1:1 impartial careers guidance interview, including action planning.

← →



Meet our Head of Careers

Hi, I am Kate Roberts, Head of Careers, and my sole purpose here at Learning Curve Group is to ensure every single learner has the opportunity to progress onto their chosen pathway. Whether you are an Academy learner, an apprentice, one of our employability learners or you have chosen a flexible learning course; we will be here for whatever support you need.

Careers Programme

Our careers programme will support you in achieving your future goals.

[Read more](#)

Changing Career

Deciding to change career is a big decision to make. Read through advice that will help you figure out if it's the right move to make and how to make it.

[Read more](#)

CV Tips

Follow our step-by-step guide to writing or improving your CV.

[Read more](#)

Rob Stopforth
Feb 27 • @2 Seen by 114

What a brilliant email to be copied into from our Digital VSCs [Colin Smith](#) and [David Samuel](#) from a learner who has **recently secured a new role after completing their Data Analysis Level 4 role**. See their wonderful words below....

Hi all,

I hope everyone has been doing well since the last time we spoke?

I thought I'd share that I have started a new job as an Analyst for Nationwide Building Society who have their head office in Swindon! The role is within the Personalised Interactions Design & Delivery team of Database Marketing and so is very data centric.

I got this role through a recruiter from Nationwide reaching out to me in my LinkedIn DMs. What really made me stand out to the managers was my evidence file (evidence file 2 which was based around SQL views) as it showcased me applying my technical and behavioural skills in the workplace. I thought this would be useful information for you to share with your current apprentices. Pretty sure only submitting a CV won't cut it anymore.

Posted in **Team LCG**

Louise Ascough
Thu at 3:11 PM Seen by 220

I am absolutely bursting with PRIDE. I have 10 x L3 Diploma learners on my Early Years Educator course in Bradford and 4 of them have secured PAID employment ALREADY and they are not due to finish until April 2024. This course is simply fantastic, learners are smashing the job market. [#superproudtutor](#)

Like Comment Share

Dean Moore and 12 others




matrixTM
quality standard for information advice and guidance services



Areas for Further Development

- CEIAG courses, ITP specific – staff, parents, board/exec
- Action Research -
- Parental engagement
- Proportal
- Evaluation and reporting cycle
- Learner transition support/handbook
- Compass+
- Destinations, immediate and sustained



Supporting Apprentices with CEIAG *Take away the fear!!*

- Reframe the approach – skills, future, promotion, progression, emphasis on the benefits to employer/business
- Use phrases that focus on the broader aspects of learning, growth, and support for the apprentice, avoiding the direct mention of "careers" while still conveying the importance of the employer's involvement in the apprentice's development.

"Nurturing the apprentice's talent and capabilities"

"Investing in the apprentice's growth and potential"

"Supporting the apprentice's lifelong learning journey"

"Providing mentorship and guidance for the apprentice's development"

"Guidance for the apprentice's personal and professional growth"

"Developmental assistance for the apprentice's journey"

"CPD support for the apprentice"

"Learning and advancement opportunities for the apprentice"

"Skills enhancement programme for the apprentice"

"Future readiness training for the apprentice"

Supporting Apprentices with CEIAG - Ideas

- ✓ Contracting
- ✓ Apprentice swap
- ✓ Employer working party
- ✓ Constant communication with employers about organisational priorities
- ✓ External resources – industry experts, past apprentices
- ✓ Intranet/online platform/Padlet
- ✓ Networking – Peer support, connect to professionals
- ✓ Self-reflection/goal setting – Pre and post assessments – individualised
- ✓ Be an advocate, be the cheerleader!

Would love to connect 😊

- Kate.Roberts@learningcurvegroup.co.uk

CAREERS WITHIN OFSTED PERSONAL DEVELOPMENT JUDGEMENT





Personal Development & Careers within Ofsted

Alex Miles
Managing Director, YLP
Co-Chair NSN

Personal Development

- PD is an area that many providers struggle to gain the highest grades for due to the diversity of the criteria
- This criteria focuses on what & how the provider plans and executes as a PD curriculum, unlike BA which focuses on how the learners respond
- The Careers aspect of PD is by far the most important in terms of weighting & significance
- The curriculum should support learners to develop their knowledge and skills beyond the purely academic, technical or vocational. This judgement evaluates the provider's intent to provide for the personal development of learners, and the quality of the way in which it does this.
- Ofsted Annual Report 22/23 – (launched 23.11.23)
 - PD is often isolated and not well connected
 - Some providers do not identify what learners need to know
 - Limited opportunities to take on additionality
 - Some do not prioritize this area enough

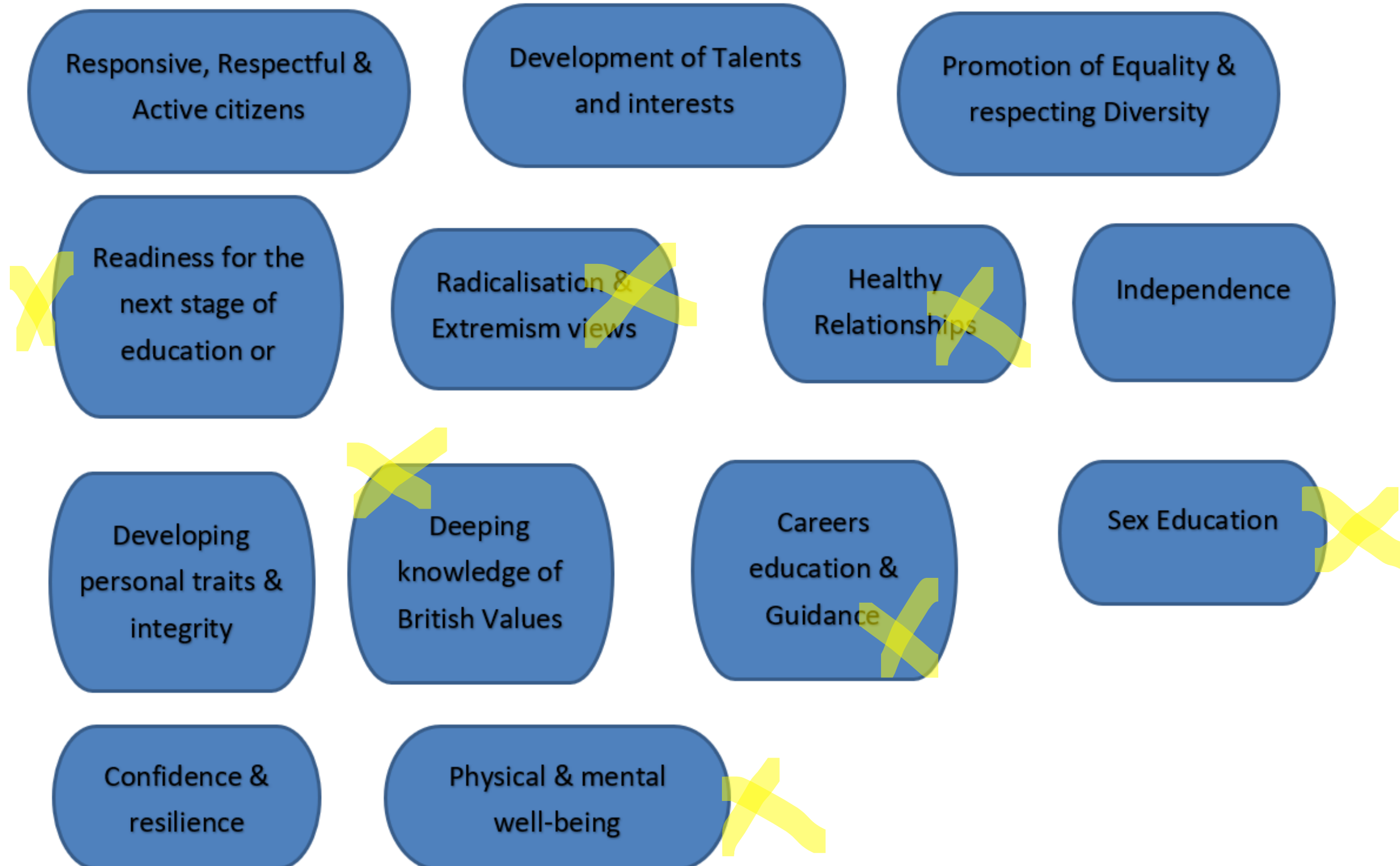
Personal Development

To gain the highest grades, the expectations include:

- Exceptional PD
- Consistently & extensively promoted and offered
- Provider goes above & beyond the expected
- Develop talents beyond vocational
- Wide, rich experiences
- Actively contributes to society (within the community, workplace, provider, with peers)
- Very high participation that ALL learners benefit from
- Unbiased information & Locally relevant
- High quality careers guidance and additional encounters on the world of work (visits, guest speakers, carousel curriculum, peer support)



What inspectors are looking for in PD



Careers in the EIF

Inspectors will determine / Judge

- if learners benefit from good-quality careers advice and guidance
- how well high-quality impartial careers guidance enables learners to make progress and move on to a higher level of qualification, employment, further training or independent living when they are ready to do so.
- how well learners following academic or vocational qualifications make progress and achieve, compared with all learners on the same programme. They will also judge whether learners progress into appropriate paid or voluntary employment, further learning or other activities, having received appropriate careers information, advice and guidance.
- If effective careers programme offers advice, experience and contact with employers to encourage learners to aspire, make good choices and understand what they need to do in order to reach and succeed in their chosen career

A good Careers Curriculum for All

- **A culture that supports and encourages Professional curiosity**
- **The provider focuses on opportunities outside of what they can offer**
- **Industry alignment is considered**
- **Where their vocation / role can go in the future**
- **The advancements of Tech on industry**
- **Innovative / creative ways to experience the world of work**
- **Progression & destination tracking**
- **Apprentices receiving high quality careers education the same as their peers**
- **Alignment to & reflection of start point – career desires, progressions and destinations**
- **Age, level and ability appropriate information and resource**

Careers – Whether employed or not there is an expectation that career opportunities and trajectory is discussed. Where can this go, where do you want it to go. The avenues & pathways to be explored & how this links back to SPA

Locality – linked to jobs available in the area, links to job boards, skills analysis of needs, LMI, LSIP priorities, MCA skills strategies, industry developments & enhancements

Learning - What learning can focus on next for their career or progression (not what you can offer as a provider). Leadership roles, core competency development, specialist functions

World of Work – Even employed adults & apprentices should have the opportunity to further explore the workplace. Unemployed and pre-emp what does that look like. What do they need to be prepared for and how are you supporting that. Do you offer simulation, VR, online platforms?

Lets unpick the Ofsted bit

Rationale:

What is your rationale for the career's advice, information and guidance that you provide? What will your learners get from it? Who are your strategic partners? Do staff know about the requirements?

Evidence to explore – careers policy, careers vision, learning outcomes set to careers, different learning outcomes for different provision (Apps, AEB, ALL, 16-19), Do you reference working with MCA's, LA's, Careers hubs, provider networks. Alignment to LMI, local job vacancies and LSIP findings. Staff CPD.

Roll out:

How is your delivery organised? How do you ensure that all learners have access to good-quality, impartial guidance and meaningful encounters with the world of work?

Evidence to explore – Whole curriculum response or just at start & end? Do you involve students, ex-students, guest speakers or industry experts to deliver your careers interventions?

Impact:

Do learners make appropriate choices? What are their destinations? Are they sustained? How do you know?

Evidence to explore – Impact assessments. Learner feedback, recall & recap exercises. Destinations & follow-up with alumni

Key considerations to ask internally

- Where does careers education fit within the whole organisation vision?
- How can careers support the delivery of organisations priorities?
- How does our understanding of careers and its place in your setting shape the response students receive?
- Is the careers programme based on what is right for your students or what you offer provision wise?
- How does the careers programme meet the personal development needs of your students?
- How do you measure and track the impact of careers interventions?
- Is there a progressive careers programme with learning outcomes set to support the strategic careers policy?
- How are subject teachers and tutors supported to highlight the relevance of careers across the curriculum?
- Do all teaching staff know the learning objectives in the careers programme?
- Do all staff feel able to deliver careers learning alongside curriculum learning and teaching?
- Is Careers part of your CPD / workforce development plans for the year ahead?

Careers Toolbox

- LMI data from MCA or Lightcast
- Industry related developments & updates
- Jobs board and number of locally relevant opportunities
- Case studies / success stories from previous learners / apprentices
- Suite of guest speakers / industry experts
- Industry talks / thematic tutorials (advancements of tech, introduction of new approaches & systems)
- Careers Hub contacts
- Apprentice visits to schools
- Careers Magazines & articles
- Careers section added to all leadership meetings

MORNING CLOSE

Alex Miles | NSN Co-Chair



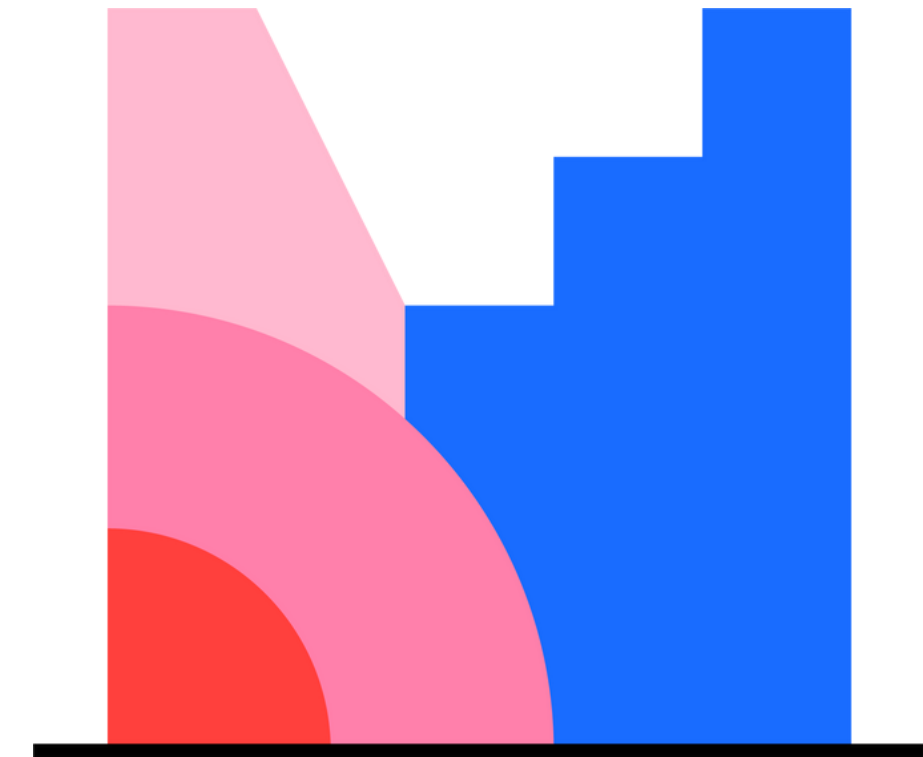
LUNCH | 12.35-13.25



AFTERNOON OPEN

Nina Dixon | NSN Co-Chair

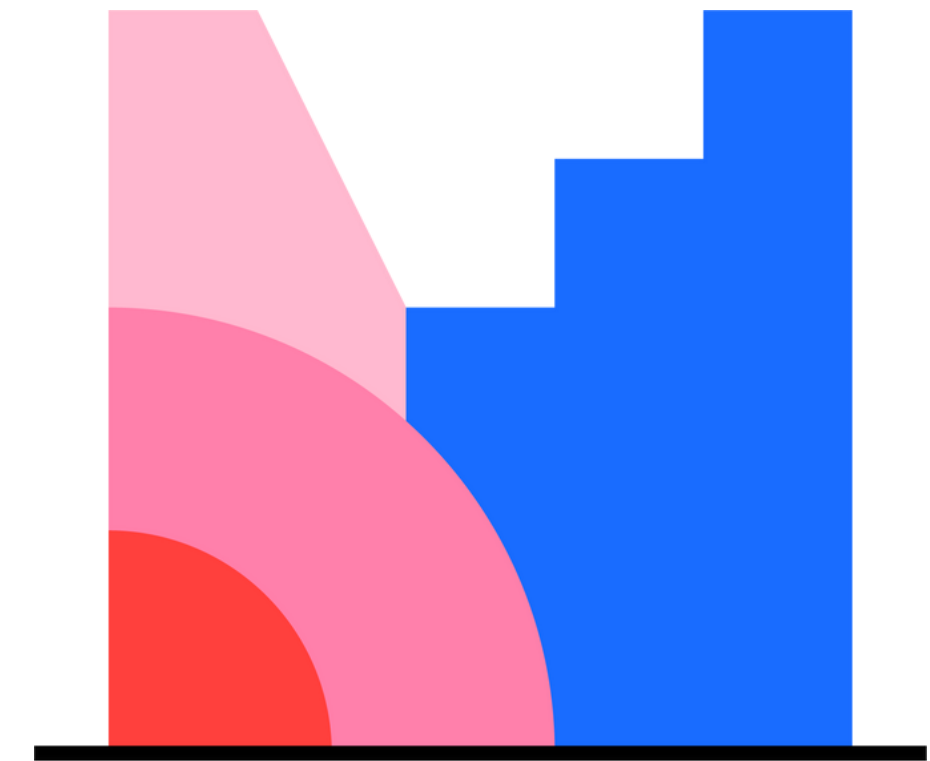




Mentimeter



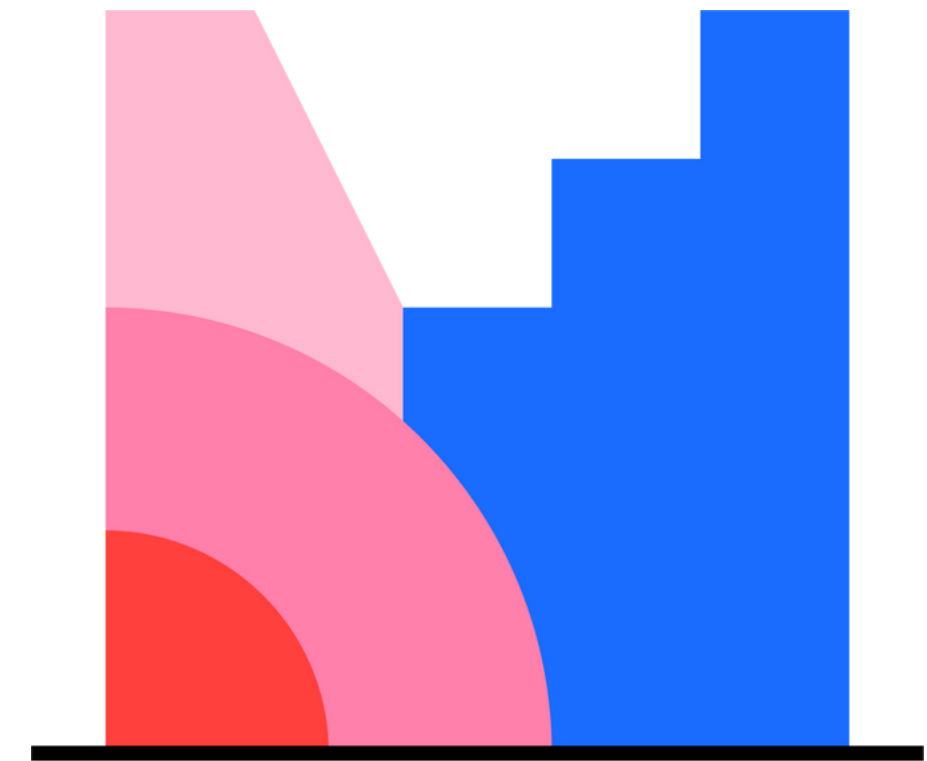
In what ways do you feel that parents are a barrier to uptake?



Mentimeter



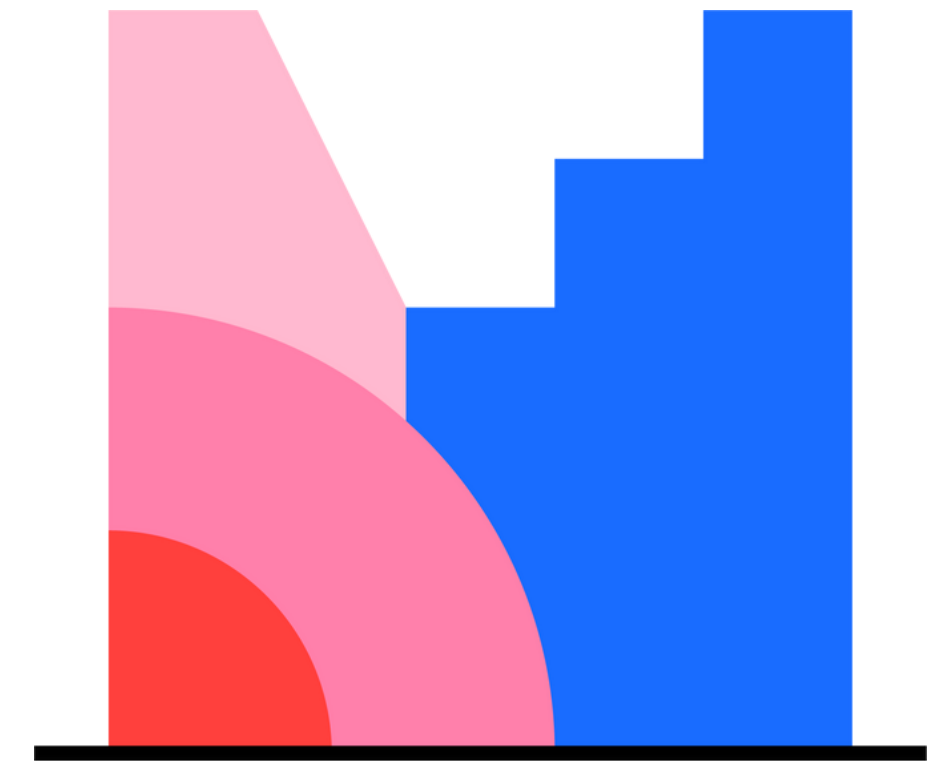
What do you want parents/carers to know, understand and be able to do?



Mentimeter



What is the best way to support parents/carers to be able to do this?



Mentimeter



FACILITATED DISCUSSIONS





THE CAREERS &
ENTERPRISE
COMPANY

Alison Sadler

How can we deliver high quality careers education in ITPs?



Northern Careers Summit

Alison Sadler
Education Development
Consultant

12th March 24

THE CAREERS &
ENTERPRISE
COMPANY



Context

The Careers and Enterprise Company' work in the post 16 sector aims to:

- Enhance quality careers education provision in post 16 education
- Remove barriers to apprenticeship & technical education
- Facilitate and support sharing of best practice and collaborate to overcome national challenges
- Recognise, support and celebrate complexities of Post 16 environment

Training Provider Work

- Number of years in development
- Equity for 16-18s in other providers
- Response to sector interest
- DfE interest
- Ofsted



Recent Ofsted Findings

“Learners and apprentices do not always have a sufficiently planned (BM1) and broad curriculum (BM4) to support them to understand the opportunities available (BM2) in careers they are interested in.

Careers education is fragmented, either front or end-loaded.

Employers of apprentices are, in some cases, reticent of apprentices receiving careers education with the view they will be poached by competitors.”

A range of resources, training, a newsletter, and national community of improvement.

- **Effective approaches to careers education for apprentices** – A new guide focused on application of benchmarks and high-quality careers education or apprentices. Launching Today! [Apprenticeship Guide | CEC Resource Directory \(careersandenterprise.co.uk\)](#)
- FES Connect newsletters with links to resources and events [FES Connect](#)
- Skills Connect – new community of practice for training providers. Next webinar [Register Here](#) ***Careers Evaluation (inc. Compass for ITPs)***

Education
development team
national work
23/24

Training & Resources

- [FE & Skills | The Careers and Enterprise Company](#)
General pages for ITP and apprenticeship resources
- [Digital Hub - Careers Induction for ITPs](#) Training for staff working with learners
- [Level 7 Careers Leadership Module University of Warwick](#) Careers Leadership module for Training Providers

Compass for ITPs

- Available now!
- Self-enrolment with UKPRN / minimal support
- Post 16 questions (same as colleges)
- Training session recorded & guidance documents and FAQs on help centre
- “Effective approaches” document supporting

[Create an account | Compass | The Careers and Enterprise Company](#)

ITP Careers Hub PILOT

Sept 23 – April 24

2 Careers Hubs – Liverpool
Devon & Cornwall

30 training providers total

- Compass
- Future Skills Questionnaire
- Designated support (combination of hub and appointed person from ITP sector) to improve quality of careers education.
- Local community of practice to support development of provision

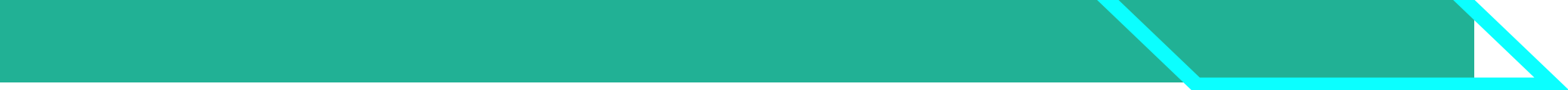
Report of findings and recommendations for future development
– April 24

What are the biggest challenges in delivering high quality careers education to your learners?

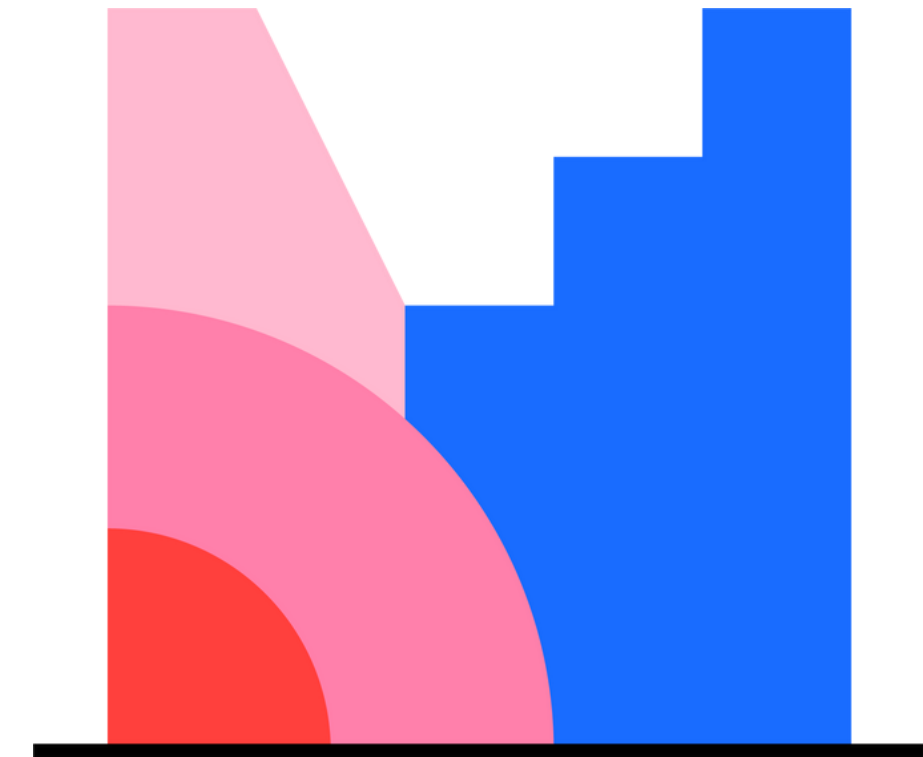
Additional to the CEC support already in place, what would you like to see?

How could a local careers hub work with you / your organisation to add value or support your careers provision?





One priority - How can we deliver high quality careers education?



Mentimeter





THE CAREERS &
ENTERPRISE
COMPANY

Shona Taylor

Empowering careers through
Collaboration



Empowering careers through collaboration

Shona Taylor

Business Engagement Manager

UCAS

Project Next Generation

- In-depth study of 13 – 17 year olds delves into how young people shape their futures, from subject choices to career paths.
- Aim to empower universities, colleges, training providers and employers with the insights they need to deliver support and inspire young decision-makers across the UK.
- Spotlight on six key themes: happiness, empowerment, inspiration, confidence, experience, and control.



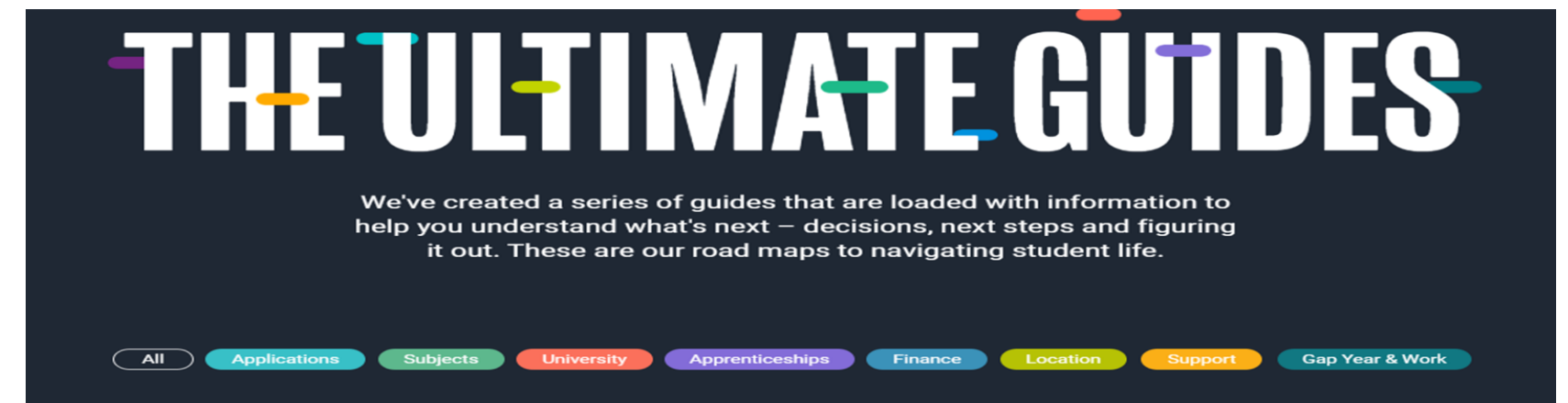
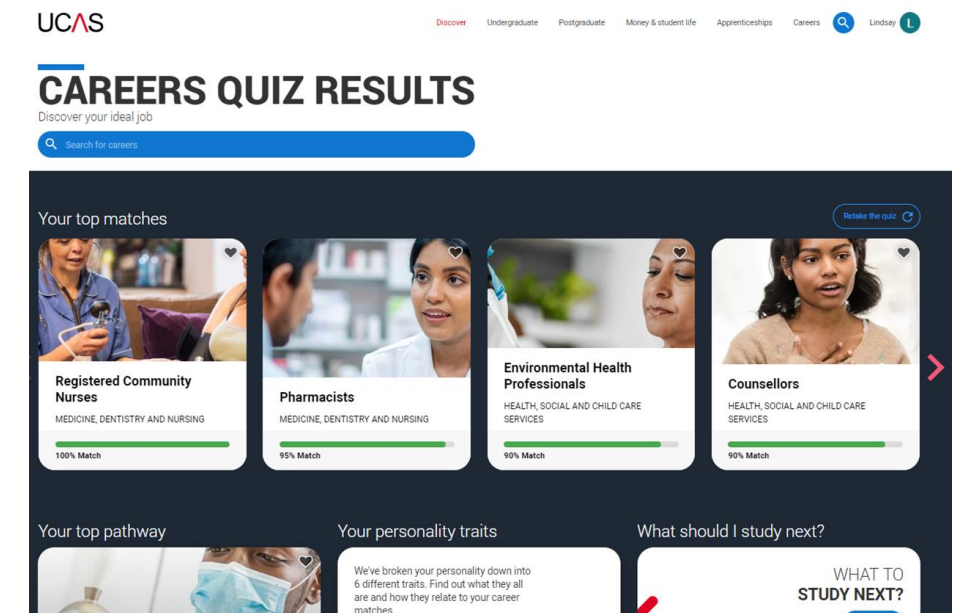
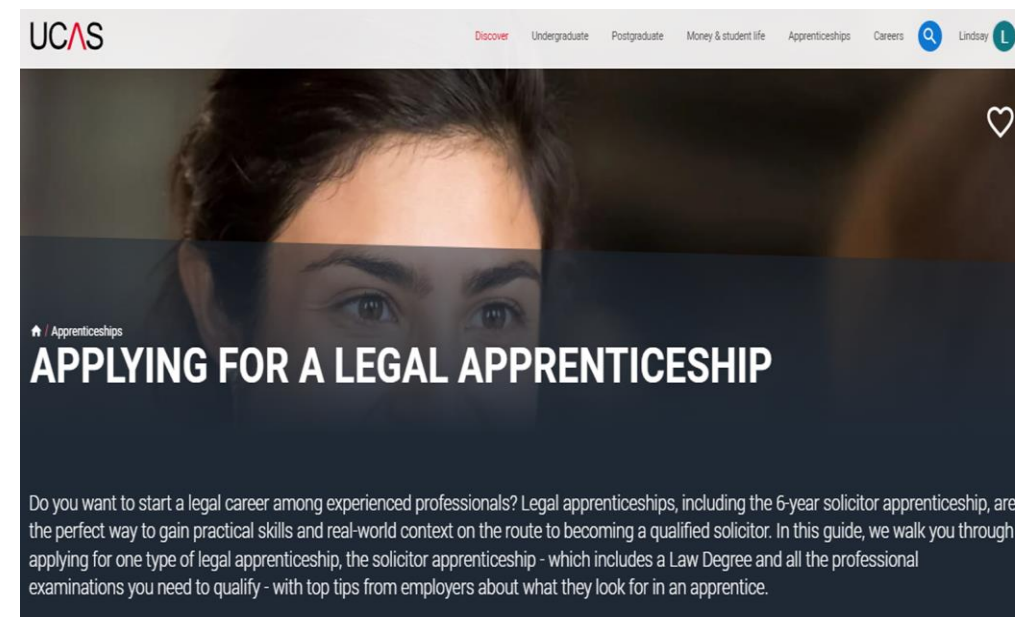
Needs and Motivators Report 2023

1. Health and happiness are just as important to this age group as planning for the future.
2. Contradictions and fluctuations are rife, as adolescents navigate towards adulthood.
3. Experience and exposure are silver bullets to many concerns that young people have. *If you can only provide one thing, this is the most universal solution.*



Tools and Resources

- Ultimate guides
- The Careers Quiz
- Employer Profiles
- Smart alerts
- Side by side search experience
- Application guides
- Accommodation advice





Students exploring their options through UCAS will be able to virtually experience university and the world of work.

They will be able to access:

- **Spotlights:** Interactive university course tasters which feature real-life lectures, seminars and academics.
- **Work Experiences:** Immersive and informative virtual work experiences with leading employers such as the NHS, Network Rail and Airbus.

Roundtable Discussion

There are three main things that young people are clear about needing more of:

- Firstly, no matter which path they're on or might be considering, they need relevant work experience.
- Secondly, soft skills are hugely important to young minds.
- Thirdly, young people are well aware that knowledge is power. They are research-minded and independent – they know exactly where the gaps in their information are, and what knowledge will help them move forward.

[Project Next Generation - Key themes that influence students's future decisions \(ucas.com\)](https://ucas.com)

Roundtable Discussion

Work Experience:

Discuss how stakeholders can collaborate to provide diverse and accessible work experience opportunities.

Explore the role of the mentor and how they can provide support to young people in their work experience journey.

Soft Skills:

Discuss the importance of soft skills development to prepare a young person for the world of work.

Identify and share practical, collaborative actions which can be taken to help young people recognise the development of their soft skills in readiness for the world of work.

Knowledge:

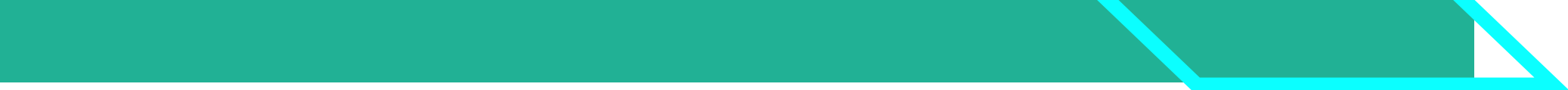
Working collaboratively, how can we empower young people to take ownership of their learning and actively seek out knowledge in today's digital age?

Considering the abundance of information available to young people, how can we guide them to critically evaluate sources and cultivate their curiosity to foster lifelong learning.

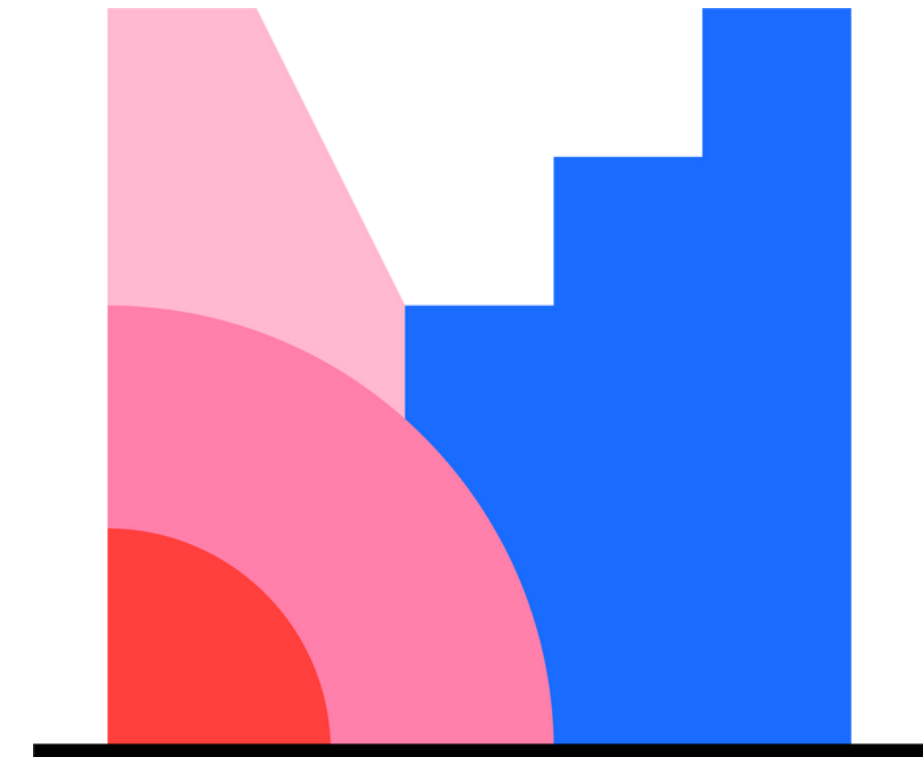
Shona Taylor

Business Engagement Manager

s.taylor@ucas.ac.uk



One priority - Empowering Careers through
Collaboration



Mentimeter





Sharon Walpole

Making Informed Decisions





careermap
MEDIA GROUP

Parents and the All-Age Offer

Influencers and Job Seekers/Career Changers

Intergenerational Social Mobility



Awareness of opportunities

Discussion: what can we do to support parents to break this cycle?

Careers education with LMI

“Children born to low-skilled parents were more likely to experience upward social mobility if they lived in London, compared with those in Yorkshire and Humber.”

Moving out to move on, Social Mobility Commission July 2020

Essex County Council

Winter 2024

ESSEX CAREERS

Your guide to local employment and skills

Featuring:
Digital sector
North Essex

SUCCESS

SKILLS

CAREERS

FUTURE

Find out more about

- Pathways into policing
- Careers with Greater Anglia
- Tips for starting your job search and much more...

HIGHLY COMMENDED
EXCELLENCE IN CONSTRUCTION SKILLS

ESSEX HOUSING AWARDS 2023

Understanding local training & education provision

Finding your way in Essex

Essex schools, colleges, universities and training providers

- 1 ACL Essex – Adult education and apprenticeships
- 2 Anglia Ruskin University
- 3 Chelmsford College
- 4 Colchester Institute – Colchester Campus
- 5 Colchester Institute – Braintree Campus
- 6 Colchester Institute – Harwich Energy Skills Centre
- 7 Harlow College
Harlow College - South East Institute of Technology (Harlow College campus)
- 8 New City College – Epping Forest Campus
- 9 South Essex College – Basildon Campus – Centre for Digital Technologies and Luckyn Lane Campus
- 10 South Essex College – High House Production Park – Purfleet
- 11 South Essex College – Southend Campus and Stephenson Road Campus
- 12 South Essex College – Thurrock Campus
- 13 Southend Adult Community College
- 14 Stansted Airport College (part of Harlow College)
- 15 The Sixth Form College Colchester
- 16 Thurrock Adult Community College
- 17 University of Essex – Colchester Campus
- 18 University of Essex – Southend Campus
- 19 University of Essex – Loughton Campus
- 20 USP College – Palmer’s Campus
- 21 USP College – Seevic Campus
- 22 XTEND Digital Campus
- 23 Writtle University College



Other training providers in Essex

- 1 BuildSkill
- 2 First Intuition
- 3 Training 360
- 4 Colchester Institute Adult Skills Centres

For information on other training providers in Essex, visit the Essex Provider Network website: essexprovidernetwork.com

- Major projects across Essex**
- 1 Freeport East
 - 2 Harlow and Gilston Garden Town
 - 3 Longfield Solar Farm
 - 4 Lower Thames Crossing
 - 5 North Falls Offshore Wind Farm
 - 6 Tendring Colchester Borders Garden Community
 - 7 Thames Freeport

For more information on further education in Essex, visit the www.federationofessexcolleges.org

Discussion: what can we do to support parents to break this cycle?

The impact of COVID can still be felt.

There is considerable evidence that entering the job market during a recession has permanent negative effects on future earnings and professional development... disproportionately so for disadvantaged young people.



Skills Development



10 skills you didn't know you had

You might not feel qualified for the world of work, but have you ever stopped to think about the skills you already have? Employers might be looking for skills just like these, which could help with the transition to a new job or your first role!

1. Determination

Determination is what drives you forward. Being passionate about meeting deadlines or solving problems can demonstrate you always go the extra mile to achieve goals.

2. Teamwork

Teamwork makes the dream work! When a team comes together, it increases productivity and boosts motivation.

3. Communication

Great communication skills are crucial to making sure everyone is on the same page. If you are willing to ask questions, listen and share then you're a top communicator!

4. Problem solving

Employers love people who take new approaches to solving challenges.

5. Attention to detail

Having a keen eye for detail decreases the likelihood of errors and ensures the delivery of high-quality work.

6. Creativity

Being creative doesn't just mean having artistic skills. If you're able to see other people's perspectives, think outside the box and present new opportunities, you might be more creative than you think.

7. Adaptability

The world of work is constantly changing. Being adaptable will help you react positively to changing circumstances and instances of the unknown.

8. Patience

Learning new tasks and or building good working relationships takes patience. If you're able to take your time at work, you could help to reduce stress, avoid conflict and ensure things run smoothly.

9. Trustworthiness

Trust is valued in any workplace and being trustworthy could help you to move quickly up the career ladder.

10. Inquisitive

There is no such thing as a stupid question. Being inquisitive shows real interest in your work and enables you to learn and grow.



What are transferable skills?

Transferable skills are the skills you can lift and shift from one job to another. These include good communication or time management skills.

Take the time to identify and evidence these, and be sure to add them to your CV. They'll be particularly important if you're looking for a role in a different industry to the one you're currently working in.

Tips for starting a job search

Looking for a new job can feel overwhelming. Knowing where to look and finding the right fit takes time and self-reflection.

Before you begin, think about the kind of role you're looking for. Are you going for your first job? Do you want a similar role to the one you're currently in? Are you dreaming of working in a different industry?

Reach out to your network

Your networks can include family and friends, but also consider joining professional groups. Ask people what they do and whether they like their job. You will be surprised how few people knew what they wanted to do from a young age! Career paths are rarely a straight line.

Search LinkedIn for these groups **Ambitious Women in Essex** and **Ambitious Young People in Essex** and visit the **Networking Essex** website.



Find a Job

The Government's **Find a Job** website provides up-to-date guidance on searching for jobs, Jobseeker's Allowance (JSA), apprenticeships, volunteering and much more.

Try visiting the **Essex Opportunities Portal** to apply for local jobs and apprenticeships.

Using job sites

Most job sites will allow you to search by job type, sector, location and more. Once you have identified what is important to you, you can set these filters to bring results that are right for you.

As well as large sites like **TotalJobs** and **Monster**, look for specialist job boards. For instance, **Careermap** and **Not Going to Uni** are excellent for early careers and apprenticeships. There are also sector-specific job boards, like **NHS Jobs** and **GoConstruct**.

Many job sites have excellent information about careers, qualifications and pay. Some even allow you to upload your CV to let employers find you!

Visit **Essex Opportunities** to find out about jobs here in Essex.

Employer websites

Many companies have their own vacancies webpages. These often list apprenticeships too!

Jobcentre Plus

Your local **Jobcentre Plus** website provides a range of services to support job seekers. These can include job search support, training programmes and help with CV writing and interview preparation.



Regional sectors & employers

Discussion: What are the important sectors in the North that are undervalued or lesser known? How to we engage employers to reach out to schools? Esp parents?

Unlock your potential: Courses for careers at local Adult Skills Centres

Colchester Institute's Adult Skills Centres provide a range of supported programmes for adult learners. Formerly known as the Learning Shops, the Centres offer flexible learning options in Colchester, Braintree, Clacton and Dovercourt. They are not just educational hubs, but also resource centres used for personal development and professional growth, helping you to unlock your potential.

For over 20 years, these centres have delivered an array of courses, offering support in English, maths, digital skills and employability. In September 2022, the Adult Skills Centre in Dovercourt was significantly upgraded with new furniture and improved IT systems to help and engage more learners.

These centres are tailored to suit you! Expect options such as flexible, part-time courses, which can be accessed in-person or remotely from home.

The courses on offer focus on key areas such as business, care, construction, transport and logistics. They are designed around assessment-based learning, with personalised one-to-one support available.

Looking to progress further in your career? Discover specialist options, such as tests to obtain a CSCS Green Labourer's Card, offered at the Dovercourt centre — perfect for aspiring construction workers.

If you're not sure about your next steps, you can also receive impartial advice and guidance from expert careers advisers. They can help you develop industry-relevant knowledge to prepare you for today's competitive job market. You could also receive invaluable guidance on CV writing, tips on interview techniques and advice on in-demand sectors.

The Adult Skills Centres offer:

- free National Careers Advice sessions
- digital skills courses
- a range of English and maths courses
- routes to employability courses

Their accredited courses lead to nationally recognised qualifications. You can learn at your own pace, improve your career confidence and develop vital skills to achieve your employment goals.

Most of the Adult Skills Centres' courses for adult learners are free.

You are likely to get your course for free if you are looking for work, are in receipt of some benefits or earn less than £20,319 per year.

Case study - Tom Hicks

I've always wanted to pursue a career as a qualified mechanic and build my knowledge on cars. To achieve my goals, I chose to come to the Adult Skills Centre to develop my skills in maths.

My learning coaches are very helpful and I've learnt a lot of valuable skills, such as how to handle money. The constant feedback they provide helps me understand the course questions in greater detail.

I'd recommend this course to others, especially if they haven't got the GCSE grades they wanted to achieve. Overall, I've found the course very helpful with getting back on track without having to rush.



Find out more on the Colchester Institute website: www.colchester.ac.uk/adults/adult-skills-centre/ or call **01206 583 333**

www.essexopportunities.co.uk

Meet Misha, the future computer scientist!

A focus on developing skills, entrepreneurial spirit and support from her hometown university inspired Misha Fowad to follow her dreams at the University of Essex.



Why did Misha pick Computer Science at the University of Essex?

"16-year-old me would have been surprised. I picked science-based options at GCSE and A Level to pursue a medical career, which was encouraged by my parents. I included Information Technology (IT) just because I've always liked picking computers apart to see how they worked. Plus, career-wise, computer support and tech design are in demand all over the world, so I can travel and work remotely!

"When I finished my IT A Level, I knew lots about technology but not how to code. I also found maths challenging, but passing was essential.

"The foundation year at the University of Essex bridged my knowledge and skills gap between IT and Computer Science. This helped me get an offer at a top university in London, but I decided to study Computer Science at Essex instead!"

So why did Misha choose to stay locally?

"I was well-supported at the University of Essex and didn't know whether the same would be guaranteed in London. It felt more comfortable and natural to stay as I knew the campus well.

"Essex has a great community feeling for locals and international students alike. There are lots of resources available from both tutors and my peers, which you might not find elsewhere."

What are digital skills according to Misha?

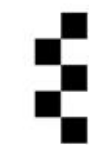
"Being able to use iPads, computers, phones and software like Adobe editor. Even understanding social media management apps. I do this as the social media manager for the Islamic Society at university.

"Coding is a very important digital skill for computer science. If you're just getting started, Python is easier to understand! Java can be more concise as you grow in confidence."

The 22-year-old Computer Science student is set to launch her own business after finishing her studies. She has also been inspired to pursue a Master's Degree in Business.

Praising the campus' "great community feeling", the Colchester resident says there was no better place to kickstart her career. Read on to find out how Essex has laid the foundations for her future.

"Digital careers involve such a range of opportunities. The business I start will make the most of this. People say Artificial Intelligence (AI) will replace workers. I think businesses will always need humans to understand what the AI is doing and make final adjustments. There will be plenty of work for my company."



University of Essex

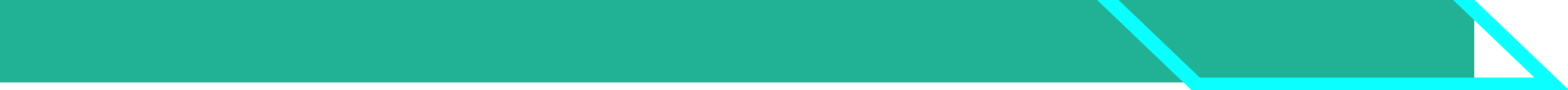
For more information on the University of Essex's outreach services, visit the University of Essex website www.essex.ac.uk/subjects or email outreach@essex.ac.uk

The University of Essex has digital skills and careers support for all its students, whatever your degree. For more information on courses, visit the University of Essex website: www.essex.ac.uk

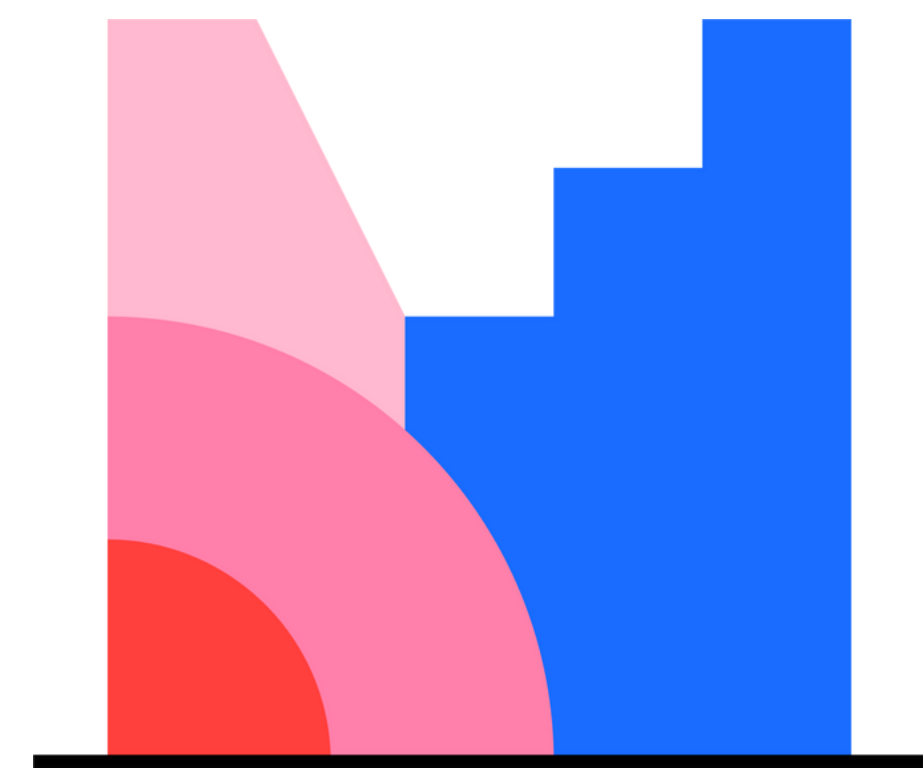
Essex County Council

25





One priority – Making informed choices



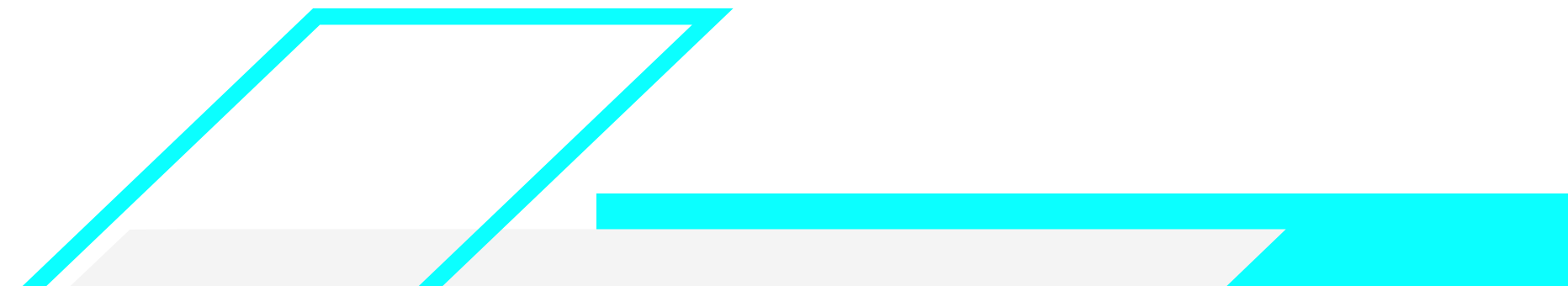
Mentimeter





**West
Yorkshire**
Combined
Authority
Michelle Burton

Head of Service, Employment & Skills |
West Yorkshire Combined Authority



SUMMIT SUMMARY & NEXT STEPS

Nina Dixon | NSN Co-Chair



NORTHERN

CAREERS

SUMMIT

Thank you!

